

# **ST. DAVID'S HIGH SCHOOL**

## **PERSONAL AND SOCIAL EDUCATION POLICY**

**Reviewed by Governors  
October 2024**



## **Personal and Social Education Policy**

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

At St. David's High School, we endeavour for continuous improvement and innovative practice in all aspects of the teaching and learning of PSE. All staff play a crucial part in the planning and delivering of PSE within our curriculum.

PSE is a statutory element within the basic curriculum for pupils aged 5 to 16. It is the responsibility of the school to plan and deliver broad, balanced PSE provision to meet specific needs of all learners.

### **Aims of PSE**

Personal, Social Education reflects the aims of the PSE Framework for 7-19 year olds in Wales (2008) and specifically the following school aims.

To prepare learners to be personally and socially effective by providing learning experiences to develop and apply skills, explore attitudes and values, and to acquire appropriate knowledge and understanding.

### **Links with other Policy Statements.**

At St. David's we approach PSE in such a way as to develop self-esteem, and to encourage pupils to become informed on a variety of issues, both personal, social, and emotional, in order to develop a more confident and skilled young person to take an active responsible part in society. At this school we aim to enhance learning, motivation and achievement as a result of a broad and varied PSE curriculum.

At St. David's there are obvious links with other policies and these policies refer to PSE related issues, and should be read in conjunction with this policy statement.

These might include;

- E.S.D.G.C (Education for Sustainable Development and Global Citizenship)
- Child Protection
- Sex Education and Relationships
- Substance Misuse Education
- R.E. Policy
- Emotional and Mental Health Policy
- Healthy Schools

## **The Delivery of PSE**

The model of delivery for PSE is varied and is as follows; PSE takes place during form time and through Collapsed Timetable Days, when guest speakers and events can take place. We have adopted a flexible approach and will make timetable changes when necessary to accommodate.

This lesson is taught by tutors in the main. Each year is involved in a Healthy Lifestyle Day throughout the year which envelopes the five key issues of

- Nutrition and Exercise
- Drugs
- Alcohol
- Anti-social Behaviour
- Sex Education and Relationships

Teaching methods vary and are flexible with the use of IT, Media and written content, verbal and non-verbal participation. External agencies and visitors are asked to attend PSE sessions to support the delivery of PSE

## **Management and Co-ordination of PSE**

The PSE co-ordinator is responsible for developing a whole school plan, and a PSE programme which is challenging and meets the needs of pupils in years 7–11. This programme also needs to link in with the PSE framework (2008). The PSE co-ordinator will liaise with the appropriate Deputy and Learning Managers and Deputy Learning Managers.

The co-ordinator:

- Advises and evaluates suitable resources and their effective use in the teaching situation.
- Identifies learning outcomes and then develops a coherent scheme of work for each Year group.
- Liaises with local and national organisations which can enhance PSE provision in the school.
- Audits the current practice and resources in order to assess their suitability for continued use.

S.L.T. will have the overall view on progress, monitoring, evaluation, and further development of the PSE programme across the whole school.

## **The Content of PSE**

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

The PSE schemes of work link strategically with National Curriculum subjects, such as Mathematics, English, Science, Humanities, MFL, Design, PE, ICT, and Special Needs. R.E. links under Humanities.

The dealing of sensitive issues such as mental and emotional health, homophobia, are dealt with on a "need to do" basis with a designated

person and /or outside agency support of a specialist in that particular field.

### **Recognising Learner Achievement.**

Assessment is made by the group tutor and recording of achievement is made in a tutorial comment on the annual report.

The PSE co-ordinator consults with staff/learners and will if necessary instigate improvement through the S.D.P under "new curriculum developments".

### **Monitoring and Evaluation.**

PSE lessons are monitored with the PSE co-ordinator working with the member of staff on lessons. The co-ordinator will take lessons where appropriate to gather feedback. Also, the young people are asked to do written evaluations by outside agencies. Staff are also asked to submit evaluations written or on-line. Resource evaluation is given to the PSE co-ordinator verbally or non-verbally and then this is noted. School Council is also involved in monitoring some PSE issues.

### **Continuing Professional Development**

The PSE co-ordinator will identify staff training needs for year group tutors or individual colleagues to develop staff to support PSE with the assistance of the member of SLT responsible for professional development.

Dissemination of information regarding resources, new initiatives will be done by PSE co-ordinator or SLT.

Suitability of new resources and existing ones will be monitored at PSE Forums within Flintshire.

Also, discussion of effective practice will be ongoing within school or with other schools co-ordinators at PSE Forums Flintshire.

### **Arrangements for Policy Review.**

The policy as above will be reviewed on a 3/5/ year cycle.