

**Ysgol Maes Hyfryd
Flintshire
PSE (Personal and Social Education)
Policy**



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Policy Written June 2018

Policy approved by the Governing Body on: July 2018..

Policy will be reviewed by June 2022
(At least once every four years 2022 or earlier if required)

1. Introduction

Ysgol Maes Hyfryd is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. Maes Hyfryd promotes respect for difference and diversity through the school's vision, ethos and values, it underpins all we do on a day to day basis. This policy is a working document which provides guidance and information on PSE, and aims to provide a secure framework within which staff can work.

We try to;

- Ensure that everyone is treated fairly and with respect.
- Make sure that our school is a safe, secure and stimulating place for everyone.
- Recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- Recognise that for all of our pupils' extra support is needed to help them to achieve and be successful.
- Make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, through our School Council and external support agencies
- Make sure that no-one experiences harassment, less favourable treatment or discrimination because of their sex, race, disability, religion or belief; sexual orientation and gender reassignment.

Personal and social education (PSE) forms part of the basic curriculum for all our pupils. The policy and framework for teaching has been updated to incorporate Welsh Assembly Government themes, policies and relevant guidance. Ysgol Maes Hyfryd aims to implement a broad, balanced, holistic PSE provision based on the PSE framework.

At Ysgol Maes Hyfryd the importance of PSE is recognised as an essential part of the broad and balanced curriculum. Students develop skills, knowledge and understanding within PSE lessons as well as through the whole curriculum and the overall ethos of the school. These skills will encourage personal autonomy and form a basis for adult life. This is corroborated in the PSE framework:

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“PSE prepares learners to be personally and socially effective by providing learning experiences in which they can develop and apply skills, explore personal attitudes and values, and acquire appropriate knowledge and understanding.”
p4 (DCELLS 2008)

2. Our School and Community

2.1 Our Vision



Skills
Salliau



Wellbeing
Lles



Attitude
Agwedd



Knowledge
Gwybodaeth

We ensure that every pupil reaches their full potential in the four aspects of our vision and in school life. PSE within Ysgol Maes Hyfryd aims to support and address the four aspects of our vision within a holistic approach and discrete lessons

2.2 PSE Aims

- To equip pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives
- To encourage active participation, communication and decision making.
- To develop pupils' self-esteem and sense of personal responsibility.
- To develop independent living skills, promoting the skills to live safe, healthy lives.
- To prepare pupils for the challenges, choices and responsibilities of work, adult life and opportunities for lifelong learning.
- To develop positive attitudes and behaviour towards school and community participation as well as towards the principles of sustainable development and global citizenship.
- To encourage pupils to be enterprising
- To prepare pupils and support them in making effective transitions, positive lifelong learning opportunities and possible career choices.
- To provide pupils with opportunities to reflect on and clarify their own values and attitudes, and explore those of others around them - promoting self-respect, respect for others and a celebration of diversity.
- To support pupils in building their confidence, resilience and self-esteem: developing a sense of personal responsibility.
- To support pupils in identifying and managing risk, making informed choices and understanding what influences their decisions
- To support pupils to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.

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- To support pupils in developing an understanding of themselves, empathy and the ability to work with others
- To support pupils to form and maintain good relationships, develop the essential skills for their future opportunities and better enjoy and manage their lives

2.3 Profile

Ysgol Maes Hyfryd is based in Flintshire, North Wales. It provides a high quality specialist provision catering for pupils with a wide range of severe and complex needs. All pupils will be given the opportunity of learning in a caring, stimulating environment. Staff and governors are committed to providing for all of our pupils an education of the highest possible quality whilst also catering for varied individual needs where we build on skills needed for their future place in society. In order to provide the pupils with these opportunities we invest a great deal of time and positive commitment into the curriculum development and training, pupil inspired specialist resources and raising standards. All school Governors and employees have responsibility for promoting PSE and adhering to the policy.

The delivery of personal and social education at Ysgol Maes Hyfryd takes account of all the afore mentioned factors and consequently some elements can be taught as whole class sessions whereas other elements are tailored to individual student needs. Ysgol Maes Hyfryd delivers its curriculum through a sensory department –following the informal and semi-formal curriculum and the three key stages. The curriculum is differentiated and addressed as appropriate taking into account age and ability.

3. Statutory requirements

Under the United Nations Convention on the Rights of the Child and the Welsh Assembly Government's overarching strategy document Rights to Action, all children and young people must be provided with an education which develops their personality and talents to the full. The Education Act 2002 further strengthens schools' duty to safeguard and promote the welfare of all children and young people.

This curriculum fulfils our statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development, and prepare children for the opportunities, responsibilities and experiences of life as set out in Section 78 of the Education Act 2002.

4. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff (PSE - Coordinator) pulled together all relevant information including relevant national and local guidance

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- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to review the policy
- Pupil consultation – we took the basis of the policy to school council and investigated what exactly pupils want from their PSE
- Ratification – once amendments were made, the policy was shared with Governors and ratified

5. Definition

PSE prepares learners to be personally and socially effective by providing learning experiences in which they can develop and apply skills, explore personal attitudes and values, and acquire appropriate knowledge and understanding.

Ysgol Maes Hyfryd regards Personal and Social Education (PSE) as an important part of a broad and balanced curriculum. PSE is a lifelong learning process which involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It is about the emotional, social and cultural development of pupils.

6. Delivery of PSE

6.1 Why do we teach PSE at Ysgol Maes Hyfryd?

- PSE prepares our pupils to live their 'best lives' - both now and in the future
- PSE education is a planned, developmental programme of learning through which our pupils acquire the knowledge, understanding and skills they need to manage their lives
- As part of a whole-school approach, PSE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society
- PSE education helps in reducing, or removing, many of the barriers to learning experienced by our pupils, significantly improving their capacity to learn and achieve
- Our PSE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and our statutory responsibility in promoting their wellbeing
- The learning provided through our PSE education provision is an essential contribution to the safeguarding of our pupils

6.2 How is PSHE delivered?

A holistic approach to PSE

The ethos and organisation of Ysgol Maes Hyfryd has a crucial part to play in PSE development. PSE comprises all that our school undertakes on a day to day basis; supporting and promoting the personal and social development and well-being of our

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pupils. It is the responsibility of all staff to support and promote the personal and social development and well-being of students.

The ethos of Ysgol Maes Hyfryd ensures all pupils are valued, promoting positive relationships and self esteem. Strong partnerships with parents facilitate effective pastoral care. Positive behaviour management strategies aim to empower pupils to develop self control.

PSE is a core area of learning for our pupils. All pupils have individual targets in PSE as part of their Individual Educational Plan (IEP). These targets encompass:

Skills for independent living eg. self-care; cooking and home skills; use of community facilities and transport.

Personal targets for behaviour e.g. development of prerequisites for learning; positive attitudes to learning; working with others and developing social competence.

The teaching of such individual targets takes place throughout the curriculum and during break times, on an individual basis as well as in group sessions during discrete lessons such as food technology.

We aim to deliver a holistic, inclusive and adaptable curriculum, taking into account and valuing diversity and difference, the curriculum will evolve to meet changing biological, social, cultural and technological issues and knowledge as it arises. We aim to attune to our pupils' evolving capacities to see themselves and each other in what they learn and experience (e.g. with peers, family, community, real-world issues etc.).

School Council provides opportunities to develop the skills for participation in decision making.

Positive links with the community and the appropriate use of visitors and visits encourage students to develop the skills and understanding required as active responsible citizens.

Work experience programmes and mini enterprise activities promote an understanding of the world of work and business.

Weekly assemblies and daily reflection address the curriculum and provides opportunities for social and moral education

Because of the very nature of the students at Ysgol Maes Hyfryd much informal personal education takes place during personal care times. However, attention is paid to the physical and emotional maturity of the students as they progress through the school and more formal lessons may take place on an individual or group basis. As students may be drawn from different age groupings, staff will be kept aware of the programme as it progresses, so that they are able to provide support to the students when necessary.

In addition to the 'hidden curriculum' within the school, pupils may receive stand-alone education sessions delivered by the school nurse, outside agencies such as project Jiwsii, local police and the class teachers.

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Discreet PSE lessons

Ysgol Maes Hyfryd has a very extensive curriculum that provides entitlement for all through its commitment to equality of opportunity. The components of the National Curriculum are designed to be accessible by all pupils, the school delivers its curriculum through the informal and semi-formal curriculum (sensory department) up to National Curriculum Level. Ysgol Maes Hyfryd looks to provide integration opportunities into Flint High and other schools as necessary when appropriate to support the needs of our pupils.

As a school community, we offer learning experiences which:

- Contain accurate and relevant knowledge
- Provide 'quality not quantity'
- Use pupil feedback (e.g. School Council and pupil questionnaires) and local data (e.g. Public Health, SHRN) to prioritise the focus of our learning
- Provide links (e.g. the health risks of using drugs with the awareness of peer pressure)
- Respect pupils' prior learning, experience, needs and readiness
- Provide opportunities to turn knowledge into personal understanding
- Provide opportunities to; 'know about...' 'know how to...' 'be able to...'
- Provide opportunities to explore, clarify and challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- Provide the skills, language and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives
- Is inclusive and acknowledges and accommodates the diversity within our school in terms of gender, religion, language, race, social background, culture, appearance, family set-up, ALN, ability or disability

Across all Departments and Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

A non-statutory Skills framework for 3 to 19-year-olds in Wales has been developed in order to provide guidance about continuity and progression in developing thinking, communication, ICT and number for learners from 3–19. Ysgol Maes Hyfryd have used this as a basis for the delivery of their formal PSE curriculum and lessons – making adaptations as necessary to meet the needs and ability of its pupils.

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Sensory department curriculum

The sensory department spans the full age range of the school, with specific classes broadly catering for pupils with profound and multiple learning difficulties (PMLD) and pupils with complex communication difficulties, including those with autism. The pupils in the sensory department have either profound or severe learning difficulties with additional needs, such as sensory and / or mobility impairment or require additional support for behavioural or medical needs. All pupils in the department follow personalised learning programmes to meet their academic and communication needs. In addition to this, each pupil accesses relevant therapies throughout the week.

Most pupils placed within the sensory department are functioning at the early stages of development.

It is widely acknowledged in that pupils who are beginning to take the first steps in learning do not learn through a subject down approach. Rather, they require a personalised curriculum that is carefully structured to take account of their communicative and cognitive level, sensory functioning and motivations. Routes for Learning used at Ysgol Maes Hyfryd supports a personal approach to learning. In addition to following the holistic PSE approach pupils in the sensory department will undertake personalised programmes to develop their communication and cognitive skills based on priority objectives from their statement of special educational needs. Time is spent developing self help skills through personal care routines, mobility skills, body awareness and self regulation. Programmes of work for the curriculum domains are delivered through a termly theme. More able pupils within the department will develop their academic skills through target related work linked to subject areas relevant to the pupils needs. The curriculum is content free, flexible and based on the individual needs of the pupils.

The informal pathway

Our PMLD pupils follow an informal pathway. This involves five core curriculum domains which is linked to the Donaldson curriculum review and includes DCF. These domains include:

- My Communication
- My Thinking
- Personal care and independence
- My body / physical skills
- Sensory responses

The semi-formal pathway.

Pupils with SLD in the sensory department and in one class in key stage 3 and key stage 5 follow a semi-formal pathway. This involves six curriculum domains and again is linked to the Donaldson review and DCF. These domains include:

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- My Communication
- My Thinking
- Personal care and independence
- My body and sensory responses
- How my world works
- My creativity

The formal curriculum – Key stage 3,4 and 5

Our programme of study runs through 5 core themes identified by the WAG PSE programme of study and a specific relationships module

- Health and wellbeing (Health matters),
- Relationships
- Active Citizenship (attitudes and values)
- Preparing for Lifelong learning (community participation)
- Moral and Spiritual Development (attitudes and values – inc Curriculum Cymreig)
- Sustainable Development and Global Citizenship.

This programme looks to develop discrete knowledge and build upon the pupils cross curricular key skills.

It is taught in accordance with pupils' readiness and reflects the universal needs shared by all children and young people as well as the specific needs of Ysgol Maes Hyfryd pupils. Whilst a long term plan is provided for each key stage staff may decide that due to the nature of the pupils a suggested area for development is too advanced or not advanced enough or use the session to address a specific need that has arisen within the class. The curriculum is a working document that is continually being revisited in line with local and national priorities.

Key stage 3

In line with WAG guidance at Key Stage 3, learners build on the skills, attitudes and values, and knowledge and understanding they have acquired and developed at Key Stage 2.

PSE acknowledges and addresses the changes that learners are experiencing, beginning with transition to secondary school and the challenges of adolescence. The curriculum aims to equip learners with the skills which will enable them to acquire greater self-assurance. They are encouraged to manage diverse relationships in society and cope with the increasing influence of peer pressure and the media. This allows them to be more confident in addressing the challenges of active citizenship and effective learning.

Key stage 4

At Key Stage 4, learners build on the skills, attitudes and values, and knowledge and understanding they have acquired and developed at Key Stage 3.

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PSE reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. Learners are equipped with the skills to manage changing situations with increased confidence and to become financially capable. PSE enables learners to develop a critical awareness of local and global contemporary issues and to participate within their communities as active citizens in the twenty-first century.

Key stage 5 / Post 16

Post-16 PSE provision acknowledges the independence of pupils and enables them to set and achieve personal goals in terms of education and training. They are encouraged to accept readily responsibility for personal and social development and well-being, and have an increasing awareness of self-identity. PSE equips pupils to be resourceful, financially literate, informed citizens who are willing to participate for the benefit of their communities both locally and globally.

Through all departments and keys stages links are made with relevant subjects to provide consistency and consolidation (e.g. Science / Computing / P.E. / Enterprise)

At key stage 4 and 5 Asdan and WJEC modules may be used to enhance the curriculum and pupils will achieve accreditation through this award.

A copy of the schools PSE long term plan or more details is available from your child's form teacher should you wish to know the specific topics being taught each term.

6.3 Strategies for Teaching

It is the responsibility of all staff to support students in developing friendship, self-esteem, respect for self and others and family values.

Strategies for teaching PSE at YMH will be tailored to individual student needs and may include the following

- ground rules will be agreed and adhered to between staff and students
- a professional distance will be maintained by staff
- 1:1 personalised work
- Small group
- Class group
- Role play
- Visiting theatre companies
- Videos
- Visiting professional

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6.4 Working with others

Elements of PSE may be provided by others from the wider community. These may include health professionals, social workers and youth workers. These visitors will only be invited as part of a planned programme and they will be made aware of the school's policy and abide by it.

All visitors are supervised/supported by a member of staff at all times

The input of visitors is monitored and evaluated by staff and pupils, which will be used to inform future planning

6.5 Discrimination during the delivery of PSE

The school is opposed to all forms of discrimination based on person's age, disability, race, religion or belief, gender, gender identity, sexual orientation, family background and/or language. Any form of harassment and discriminatory language and behaviour is unacceptable and will not be tolerated at Ysgol Maes Hyfryd. All staff will remain vigilant and deal with any incidents promptly and sensitively using procedures outlined in the Anti-Bullying Policy, which clearly outlines the course of action in such circumstances. Any racist incidents will be reports to Flintshire County Council.

6.6 Resources used to deliver PSE

Our PSHE resources are chosen and checked for:

- Inclusivity
- Positive, healthy and unbiased messages
- Age appropriateness
- Promoting positive values
- Accuracy
- Being up-to-date
- Providing a meaningful, relevant and motivating curriculum for our pupils
- Meeting the specific needs of our pupils and further their all-round development.

7. Roles and responsibilities

7.1 The governing board

The governing board will:

- Approve the PSE policy, and hold the Headteacher to account for its implementation.
- Meet with relevant staff members to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate training as necessary

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7.2 The Headteacher and SMT

The Headteacher and SMT are responsible for ensuring that PSE is taught consistently across the school.

7.3 The Subject Coordinator

The PSE subject leader –provides the long term planning for the class teacher to deliver to their class. The PSE coordinator will: -

- ensure that the long term planning includes the relevant PSE areas – lesson outcomes
- identify areas for the development of PSE within the school development plan
- coordinate the purchase and maintenance of resources.
- review Inset needs of all staff and provide suitable training opportunities with the support of the Headteacher.
- disseminate relevant information from any courses to all members of staff.
- keep up to date with any new developments or initiatives – attend the termly PSE – Healthy Schools network meetings.
- develop the long term plan ensuring a whole school approach to the planning recording and assessment.
- ensure that the Personal and Social Education policy is reviewed every four years and earlier if necessary.

7.4 Staff

All school staff are expected to have regard to this document and to work to achieve the set out objectives. Staff are responsible for:

- Delivering PSE in a sensitive way
- Modelling positive attitudes
- Monitoring progress
- Responding to the needs of individual pupils
- Staff do not have the right to opt out of teaching PSE. Staff who have concerns about teaching PSE are encouraged to discuss this with the headteacher.

Confidentiality

There may occasions when students share information with staff. Staff must remind students that they are not able to keep information which may be harmful to themselves or others but must follow the clear guidelines of the safe guarding/ child protection policy.

7.5 Pupils

Pupils are expected to engage fully in PSE and, when discussing issues related to PSE, treat others with respect and sensitivity

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8. Training

Staff are provided with continuing professional development training throughout the school calendar, this will be through staff meetings and upon individual requests for training. Areas identified in staff school development interviews and the school development plan will be acted upon accordingly. The school PSE coordinator will attend termly network meetings and disseminate any information / training as required.

The headteacher and coordinator will also invite visitors from outside the school, to provide support and training to staff if required.

9. Assessment and monitoring arrangements

The delivery of PSE is monitored by Emma Keyworth (PSE coordinator) and Noel Fitzgerald (Deputy Head, Curriculum coordinator) through:

Planned work scrutinies, monitoring planning, learning walks and lesson observations.

Pupils' development in PSE is monitored by class teachers as part of our internal assessment systems and fed back to the deputy head at the end of a unit of work. Assessment and record keeping will take place via the student's individual work files and teacher assessment – referencing the learning objectives from the lesson. The sensory department will use their routes for learning assessment.

- Opportunities for Assessment for Learning (AfL) and Assessment of Learning (AoL) are built into provision
- Baseline assessment is used to ensure new learning is relevant
- Baseline assessment is used to ensure progress can be assessed
- Pupils are provided with opportunities to reflect on and assess their learning and recognise its relevance to their day to day lives - during daily reflective time and lessons
- Progress in PSE is recorded and reported to parents in education reviews, parents evening and annual reports.
- Discussions
- Teacher evaluations at the end of Units
- Termly IEP assessment
- Routes for learning

10. Equality

As an employer and provider of services Ysgol Maes Hyfryd 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.

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All pupils, their parents and guardians, volunteers, staff and school governors are valued and will be treated with dignity and respect. We 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.

Ysgol Maes Hyfryd values the individuality of all students and is committed to giving each one every opportunity to achieve the highest standards. The expectations of all staff are high and students are encouraged to have a positive attitude and to achieve the best that they possibly can, both in and out of the classroom.

Our teaching strategies enhance learning and participation in a broad and balanced curriculum. All lessons and out-of-school activities and school trips are fully inclusive. We use language that does not offend, and we make staff and students aware of the importance of language. Our resources contain positive images of people with disabilities, and students are able to improve their understanding through activities such as learning to use Makaton. Information can be made available in alternative formats that are clear and user-friendly, as required. This will include Braille, audiotape, and large print, or it may be transmitted orally, or through lip-speaking or sign language, or through a recognised symbol system, or through ICT.

The School aims to be inclusive and actively seeks to remove barriers to learning and participation. Therefore, equality of opportunity must be a reality for all our students.

11. Welsh Language Impact

Wherever possible and appropriate, we will use the Welsh language as a natural part of all aspects discussed in this policy document.

12. Links to other documents and policies

Positive Behaviour (Anti-Bullying Policy)
SRE Policy
Substance and Alcohol Misuse
Sexting Policy
Appropriate use of ICT policy
Equality Policy
Safeguarding Policy
CSE Policy
The sensory department curriculum document