

Introduction

This policy is a working document which provides guidance and information on all aspects of **Personal Social and Emotional Development (PSED)**, and aims to provide a secure framework within which staff can work.

How was the content decided?

- A needs assessment was carried out
- Consultation with staff, pupils, parents/carers, governors and external agencies
- Local and national data and guidance

Who is this policy for?

- Staff
- Parents/Carers Governors
- Visitors to the school

Section 2.5 of the National Curriculum Framework states that all schools should make provision for PSED (PSHE), drawing on good practice.

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

This PSED Policy works with, and alongside, our SRE, Anti-Bullying, Safeguarding, Inclusion and Equal Opportunities Policies alongside other curriculum Policies.

Why do we teach PSED at The Village School?

PSED education prepares our pupils to live their 'best lives' - both now and in the future.

PSED 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, PSED education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSED 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 PSED 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 PSED education provision is an essential contribution to the safeguarding of our pupils

What impact do we want from PSED for our pupils?

- Pupils are equipped with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives.
- Pupils are encouraged to be enterprising.
- Pupils are supported in making effective transitions, positive learning and career choices, and in achieving economic wellbeing.
- Opportunities are provided for pupils to reflect on and clarify their own values and attitudes, and explore those of others around them.
- Pupils are supported in building their confidence, resilience and self-esteem.
- Pupils are able to identify and manage risk, make informed choices and understand what influences their decisions.
- Pupils are supported 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.
- Pupils will develop an understanding of themselves, empathy and the ability to work with others.
- Pupils will be supported to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

How is PSED delivered at The Village School?

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) 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, special needs, ability or disability.

What resources do we use to deliver PSED?

Our PSED resources are chosen and checked for:

- Inclusivity
- Positive, healthy and unbiased messages
- age appropriateness

- promoting positive values
- accuracy
- being up-to-date

How do we use outside-agencies?

Occasionally, appropriate and suitably-experienced and knowledgeable visitors from outside school may be invited to contribute to the delivery of PSED at The Village School. Our 'Code of Practice' for visitors will ensure:

- Visitors are invited into school because of the particular expertise or contribution they are able to make.
- All visitors are familiar with and understand the school's PSED policy and work within it.
- All input is part of a planned programme and negotiated and agreed with staff in advance.
- 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.

How do we assess and monitor PSED?

- 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.
- Progress in PSED education is recorded and reported to parents in line with all other non-core curriculum subjects.
- Questionnaires
- Discussions
- Teacher assessments
- Pupils' self-assessment and evaluations
- Teacher evaluations at the end of Units

What PSED Programme of Study do we deliver?

Our programme of study runs through 5 core themes:

- Managing Relationships,
- Social communication,
- Managing feelings and behaviour,
- Emotional regulation,
- Self-confidence and self-awareness,
- Keeping Safe and Healthy
- Life living and leisure
- Is taught in accordance with pupils' readiness
- Reflects the universal needs shared by all children and young people as well as the specific needs of The Village pupils
- Is taught through a spiral programme whereby we revisit themes, increase challenge, broaden scope, and deepen pupils' thinking and understanding

- Links are made with relevant subjects to provide consistency and consolidation (e.g. Science / ICT / P.E. / Enterprise)

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Revision history

Date	Details	Author
Sept 2017	Written	Hermann Farrington – Acting Dpty Head



Centre of Excellence



Flagship School