



CS19 – Personal and Social Education (inc Health Education)

Last Review Date	November 2022	Next Review Date	November 2024
Leader of Policy Review	Headteacher, Deputy Headteacher and Assistant Headteacher		
Associated Policies	Substance Misuse, SRE, Food and Fitness		

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 knowledge and understanding.

A fundamental aim of education is for young people to acquire personal and social skills and attitudes, which will enable them to become good citizens and to contribute positively throughout their life to their community and society.

Specifically, the aims of PSE are to:

- Develop learners' self-esteem and sense of responsibility
- Promote self-respect, respect for others and celebrate diversity
- Promote SMSC, values and British values
- Equip learners to live safe, healthy lives
- Prepare learners for the choices and opportunities of lifelong learning
- Empower learners to participate in schools and communities as active responsible citizens locally, nationally and globally
- Foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship
- Prepare learners for the challenges, choices and responsibilities of work and adult life

The SKILLS developed include:

- Communication
- Application of number
- Digital Literacy
- Critical thinking and problem solving
- Planning and organisation
- Creativity
- Innovation
- Personal Effectiveness

The PSE programme encourages learners to develop **ATTITUDES** including:

- taking responsibility for own decisions
- taking responsibility for own and other people's safety
- having positive attitudes about the future and possible careers
- having positive attitudes to work and study
- self-esteem
- respect for others
- awareness of stereotypes
- positive attitudes about health and parenting
- awareness of cultural heritage and traditions
- positive attitudes about healthy lifestyles

The acquisition of these skills and attitudes permeates everything that is taught and learnt in school. All teachers should recognise their responsibility for the personal and social development of students in their care and ensure that the experiences provided are appropriate to the changing needs of young people. These experiences will occur in pastoral activities, registration periods, subject teaching or in the extra-curricular activities, which play such an important part in the life of a school.

MANAGEMENT and CONTENT of the PSE CURRICULUM

The main themes are developed in the PSE curriculum are:

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

In these topics the key skills and the cross-curricular themes, especially Curriculum Cymreig, are developed and active and student-centred learning strategies encouraged. The use of the internet and many outside speakers are also utilized. There are also a variety of extra-curricular activities which complement the PSE curriculum, such as the school Eisteddfod, Year 7 Camp, Health Days, work-related education activities and foreign exchange visits and cultural links.

There are four main parts to the delivery model:

- Immersion days led by year teams
- Registration activities led by Group Tutors
- Input from external providers organised and managed by the PSE Coordinator or the Sixth Form team
- Input from subject areas contributing to the delivery of SMSC, values and British Values

All staff help to develop and deliver the materials, giving feedback on resources used. The themes are also developed through support materials and other activities scheduled throughout the school year. A 'spiral' approach is used where topics are covered by each year group but in a different and more detailed or more mature way as they progress through the school.

The themes of:

- Moral and Spiritual Development
- Preparing for Lifelong Learning

are developed through a planned programme of activities led by Group Tutors in registration time, together with other activities scheduled throughout the school year through subject areas and whole school approaches, through SMSC activities and promoting values and Fundamental British Values.

SMSC

We are committed to the 'SMSC' development of all students at Alun School. Our aim is to impact on our students':

- Spiritual development so that they are creative in the way they approach challenges and are critical and reflective of their outcomes; are inquisitive and enjoy their learning and are accepting of others and embrace the wide range of cultures within the local, national and global communities.
- Moral development so that they can recognise the difference between right and wrong; are respectful of each other; are willing to debate and are able to discuss moral and ethical issues openly.
- Social development so that they can develop highly effective social skills including collaboration and resilience; are happy to work and socialise with students from different religious, ethnic, and socio-economic background and take an active part in running the school. Student voice and our house system is central to the process of self-evaluation and school improvement.
- Cultural development so as they are excited to investigate their own and others' heritage; participate in a wide range of extracurricular activities and understand, accept and respect diversity.

At Alun School we implement SMSC through:

- our whole school ethos
- pastoral care, guidance and support
- SRE Delivery
- Tutor time
- our Behaviour Policy
- virtues of the week approach to develop a vocabulary of character and virtues
- assemblies
- student Leadership, consultation
- all students attend daily tutor sessions with their form tutor. The sessions allow students to reflect, discuss and explore issues which affect school, community, country as well as world issues
- reward and recognition events, including achievement assemblies held every term
- involvement in fundraising and support for a charity
- enrichment activities and school clubs
- school performing arts productions
- established links with community partners, including local churches and mosques
- RE lessons, including those focusing on philosophy and ethics
- effective parental engagement, (e.g. parent forums, regular communication).

'SMSC' is also developed through the school's approach to 'Daily Active Collective Worship.' Students reflect on a quote every day in tutor time alongside other tutor-based activities.

This policy aims to ensure that everyone connected with the school is so there is a consistent approach to the delivery of PSE, 'SMSC' 'values' and 'British Values' through the curriculum, teaching and learning and the wider school community.

Fundamental British Values

In promoting fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, we seek to further tolerance and harmony between different cultural traditions, by enabling students to acquire an appreciation of and respect for their own and other cultures: -

- challenge opinions or behaviours in school that are contrary to fundamental British values

enable students to

- develop their self-knowledge, self-esteem and self-confidence
- distinguish right from wrong and to respect the civil and criminal law of England
- acquire a broad general knowledge of and respect for public institutions and services in England

encourage students to

- accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- respect other people
- respect democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

This is with the aim that pupils develop:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combating discrimination

MONITORING, EVALUATION and TRAINING

Monitoring and evaluation are carried out by staff and students for each session and informs future planning.

Training of tutors and teaching staff in the delivery of the PSE takes place regularly. Sessions concentrate on teaching strategies for delivering the PSE curriculum, especially focusing on techniques for developing group and adwork.