

PORTFIELD SCHOOL & SATELLITE CENTRES



POLICY DOCUMENT FOR Personal and Social Development, Well-Being and Cultural Diversity



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POLICY REVIEW

The policy will be reviewed on a biennial basis in consultation with staff, parents and governors .

Headteacher

Date

Chair of Governors

Date

A) MISSION STATEMENT

Working together Learning together Achieving together

At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential
-

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

B) INTRODUCTION

This policy is in accordance with WG's Personal and Social Education Framework for 7-19 yr olds in Wales and WG's PSE for learners with SLD and PMLD documents.

At Portfield School we aim to plan and deliver a broad and balanced PSE curriculum to meet the specific needs of all Portfield pupils with severe, profound and multiple learning difficulties

Successful Futures (Professor Donaldson, February 2015) places children and young people's health and wellbeing as one of the main areas of learning. Developing and improving knowledge, understanding and skills will enable Portfield pupils to deal with life experiences and to live as independently as possible.

The document has been developed in consultation with staff and Governors.

The aims are to:

- Develop ambitious, capable learners who take responsibility and make the most of their abilities
- Prepare to play an active role as citizens of Wales and the world
- Promote the development of a healthy, safe lifestyle and the confidence to be fulfilled
- Develop good relationships and respecting and valuing all people
- Develop and prepare for the choices and opportunities of lifelong learning

- Develop creative, enterprising learners
- Prepare for the challenges and choices of adult life
- Develop principle of sustainability and conservation of our world and its resources
- Promote physical and mental well-being

Portfield School Policies refer to PSD/PSE – related issues and should be read in conjunction with this policy

- Food & fitness
- Sex & relationship education
- RE policy
- C.P
- Equality

C) OBJECTIVES

- To provide a programme for progressive and differentiated learning which caters for pupils' needs and is sensitive to individuals and groups.
- To develop an awareness of the issues involved in the establishment of a Health Promoting School.
- To promote an understanding of risk and safety and the motivation and skills to keep themselves safe.
- To foster an understanding of the value of family life and recognise the importance of caring relationships.
- To develop self esteem, self-respect and self-awareness throughout the school.
- To provide opportunities to learn about the body, how it works, how to look after it and the changes involved in growing up.
- To encourage pupils to make healthy food choices and promote a healthy attitude towards exercise.
- Foster and encourage positive attitudes and behaviour towards the environment and the principles of sustainable development locally, nationally and globally.
- To ensure young people are skilled to deal with adult life and independent living (as appropriate).

D) MANAGEMENT FRAMEWORK

All staff will be involved in the promotion of PSD which is taught through a combination of subject areas within the Equals framework and relevant Schemes of Work.

All pupils, staff, parents, carers, governors and the wider school community will be encouraged to support the Portfield's Health Promoting Schools Project and ensure it's success.

Specific aspects such as Sex and relationship Education (SRE) are taught jointly with the support of School Nurse Service at an appropriate level to cater for the pupils' needs and with parental consultation and consent.

Delivery of the Curriculum

- The programmes will be planned, delivered and co-ordinated across all Key Stages
- In the Foundation Phase PSD is taught through topics, knowledge and understanding, Physical and RE Schemes of Work, individual programmes for feeding and toileting, Circle Time activities and self-management of behaviour
- In the Secondary Phase PSE is taught through the Schemes of Work, Circle time activities, the Equals "Moving On" curriculum and self-management of behaviour
- The style of delivery will ensure access for all pupils, regardless of ability or gender.
- The content of the programmes is designed to meet the maturity, age and needs of the pupils and subjects will be revisited from time to time if greater understanding is required.
- Staff are encouraged to answer questions openly and honestly using their professional judgement to match the age, maturity and understanding of individual pupils.
- Parents are required to give consent prior to SRE sessions

Differentiation

In order to provide for children of different abilities within each class we endeavour to differentiate tasks in a suitable way. Differentiation is catered for in one of three ways:-

1. Differentiation by task
2. Differentiation by outcome
3. Differentiation by level of support offered

Literacy and Numeracy Framework (LNF)

Pupils have opportunities, where appropriate, in their study of Personal and Social Development, Well-Being and Cultural Diversity to develop and apply LNF targets.

Developing ICT Skills and Digital Competency

Pupils develop their ICT and digital competence skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software. They also will develop a growing awareness of how to use digital technology to create, produce and share information and ideas and for communicating with others for leisure and work. They will develop skills to stay safe and identify the risks and benefits of using technology. In fieldwork they use equipment to gather and organise information and select tools to enhance the presentation of their findings.

Thinking Skills/Problem-Solving Skills

Pupils should be given opportunities, where appropriate, in their study to develop and apply their skills of asking appropriate questions, making predictions and coming to informed decisions.

Creative Skills

Pupils will have opportunities throughout their study to develop and apply their creative skills, in particular the development and expression of ideas and imagination.

Curriculum Cymraeg

Pupils should be given opportunities, where appropriate in their study to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales

These are highlighted by the class teacher in their class and monitored throughout the topics by the co-ordinator.

E) ROLE OF CO-ORDINATOR

- To keep up to date with current thinking and curriculum development
- To co-ordinate effective use of resources
- Attend INSET and feedback information to colleagues
- To network with colleagues in other schools
- Ensure continuity and progression
- Monitor teaching and learning

F) STAFF DEVELOPMENT

- In house training delivered by staff as appropriate
- Networking with colleagues from other schools and advisory teachers

G) ASSESSMENT, RECORDING AND REPORTING

Individual progress and attainment is assessed and targets set annually in the SOLAR Assessment System

Assessment in PSD is achieved through

- Observation – whilst pupils are working
- Discussion – much is learnt about the child's understanding by the way they respond to questions asked about their work
- The written evidence they may produce
- RFL, P levels and NC outcomes and levels (SOLAR) are used to show progress.
- Pupil self assessment and peer assessment is promoted throughout all areas.

Termly targets are set for individual pupils in PSE with reference to the POS.

IEPs are used to plan priority learning objectives and these are reviewed termly in consultation with parents and when appropriate, discussion with pupils

H) EQUAL OPPORTUNITIES

All pupils will have access to a broad, balanced and relevant curriculum regardless of their race, culture, background, gender or disability. All areas for equal opportunity will be taken into consideration in the planning and deliver of lessons and activities. Provisions should be made to enable the use of switches, IT communication aids etc. and the deployment of and support given by staff

I) HEALTH AND SAFETY

It is the responsibility of all staff and where appropriate, pupils to be aware of Health and Safety issues in relation to PSE. Positive attitudes should be developed towards personal safety and that of others when using equipment. Any issues arising should be brought to the attention of the head Teacher/Health and Safety Officer and risk assessments carried out.

Implementing, Monitoring and Evaluating the Policy

All staff will take responsibility to ensure the policy is implemented within their classroom/lessons.

The effectiveness of the policy will be reviewed biennially by the co-ordinator.

- Is current practice still reflected?
- Are the aims being achieved?
- Is there evidence to show breadth and balance in the curriculum?
- Is monitoring and planning effective?
- Is there evidence around school that demonstrates pupil achievement and enjoyment?

- Are resources effectively allocated?
- Is there evidence that teaching and learning is effective?