



PERSONAL SOCIAL DEVELOPMENT POLICY

Assistant Vice Principal KS3, March 2010
Formal Review Date: March 2011

PERSONAL & SOCIAL DEVELOPMENT POLICY (PSD)

Statement of Policy

Personal and Social Development aims to provide learning situations in which students can consider and evaluate knowledge, attitudes and beliefs concerned with their personal and social lives and develop skills and understanding which will equip them to be responsible, happy and healthy members of society.

Through the PSD curriculum, Red House Academy satisfies the requirements of the Education Reform Act 2002, by promoting students' spiritual, moral, cultural, mental and physical development. By so doing, it prepares students for the opportunities, responsibilities and experiences of adult life.

PSD covers areas such as emotional health and well-being (SEAL programme), sex and relationship education, drug education, keeping safe, Citizenship, finance, human rights, environmental issues, conflict resolution and Restorative Justice.

Citizenship became a statutory requirement in the curriculum at Key Stages 3 and 4 in 2002. Citizenship enables students to focus on the knowledge and understanding required to become informed citizens and to develop the skills required for enquiry, participation and responsible action. It also covers areas such as duties, rights and responsibilities, the nature of democratic government and the skills needed to play an active role in Academy and the local and global community. ([Link to Citizenship Policy](#)).

The Aims of this policy are;

- to ensure that the Academy meets its statutory obligations in respect of PSD
- to provide the basis upon which guidance and training is offered to staff and information is provided to students and parents
- to provide the basis for staff and Academy Trust responsibilities in this area
- to support the core aims of the Academy and its ethos
- to enable all students to develop their individual, academic and personal potential fully
- to help students develop effective interpersonal relationships
- to help students develop a sound attitude to healthy living
- to help students act with social responsibility
- to aid understanding of and respect for the values of others
- to help students develop effective communication skills and to form and articulate ideas and opinions

The personal and social development and fulfilment of young people is described by the outcomes and goals defined in the EfES policy document "Every Child Matters". The five outcomes are included in this policy for information and completeness, and to ensure that the Academy plays a major part in securing them.

Be Healthy

- physically healthy;
- mentally and emotionally healthy;
- sexually healthy (please see the Sexual Health and Relationships Education policy);
- healthy lifestyles;
- choose not to take illegal drugs (please see the Drugs policy);
- parents, carers and families promote healthy choices.

Stay safe from maltreatment, neglect, violence and sexual exploitation

- safe from accidental injury and death (please see the Health & Safety policy);
- safe from bullying and discrimination (please see the Anti-Bullying, Human Dignity and Human Equality policies);
- safe from crime and anti-social behaviour in and out of the Academy;
- have security, stability and are cared for;
- parents, carers and families provide safe homes and stability.

Enjoy and achieve

- ready for the Academy;
- attend and enjoy the Academy;
- achieve stretching national educational standards at primary school;
- achieve personal and social development and enjoy recreation;
- achieve stretching national educational standards at the Academy;
- parents, carers and families support learning.

Make a positive contribution

- engage in decision making and support the community and environment;
- engage in law-abiding and positive behaviour in and out of the Academy;
- develop positive relationships and choose not to bully and discriminate;
- develop self-confidence and successfully deal with significant life changes and challenges;
- develop enterprising behaviour;
- parents, carers and families promote positive behaviour.

Achieve economic well-being

- engage in further education, employment or training on leaving the Academy;
- ready for employment;
- live in decent homes and sustainable communities;
- parents, carers and families are supported to be economically active.

The aim of the Personal and Social development programme in the Academy is to establish the foundations for the achievement of many of these goals. The SEAL (social and emotional aspects of learning agenda) has a key role in complementing this process.

SEAL programme.

Social and emotional skills are the skills of making positive relationships with other people of understanding and managing ourselves and our own thoughts, emotions and behaviours.

The five strands of SEAL are:

- self-awareness
- managing feelings
- empathy
- motivation
- social skills

Social and emotional aspects of learning provide opportunities for pupils to learn social and emotional skills in the following three ways:

- Discrete lessons that focus on social and emotional skills
- Ensure students can learn, practise and consolidate the skills across the school
- Encouraging teachers to review their approaches to learning and teaching to ensure that approaches implicitly promote social and emotional skills

Social and emotional skills underpin effective learning by helping all students to;

- Build relationships, which help students to care what others(e.g. staff and peers) think and respond positively to them
- Learn to feel good about themselves, which reduces the likelihood of disruptive behaviour and increase s capacity for independent learning.
- Feel optimistic about themselves and their ability to learn, which improves their motivation to work hard and attend regularly

Practice and Procedures

Curriculum

In Red House Academy, PSD occurs in all aspects of school life, e.g. through relationships between staff, pupils and parents; during all lessons; and through the Academy's ethos. It also exists as a discrete subject, and every student from Years 7-11 experiences one period of PSD each week. This ensures that opportunities are maximised for students to cover the cross-curricular themes, and to develop the skills essential for good personal and social development. Red House Academy's aims and values are made explicit during the PSD programme.

Grouping arrangements

PSD is taught in mixed ability form groups during years 7-0 and in mixed form groups in Years 10 and 11. The KS4 groupings provide a greater challenge through different social mixing for older pupils. Group sizes are usually about 30 pupils.

Teaching and Learning strategies

The PDS team uses a wide variety of teaching and learning approaches to ensure that the curriculum is delivered in a stimulating and engaging way and that students' different educational needs are met. ([link to Learning Policy](#))

Methods include:

- trust and team building, poems and stories, videos, newspaper articles etc.
- questioning, enquiry, discussions, debates
- pictures, photographs, games (including card and mystery games), simulation exercises, presentations, role-plays
- research, diamond ranking exercises,
- group work (from paired work to large groups), observations, problem solving, self-assessment, reviews and evaluation
- decision making exercises
- 'expert' visitors.

Key Staff

Gilliam Miller - Assistant/PSD Co-ordinator/Key Stage 3

Carol Crompton – Assistant Head and PSD Co-ordinator/Key Stage 4

All lead tutors and co-tutors in Key Stage 3 and 4.

Departmental meetings

Formal meetings are held regularly (minutes documented and circulated to PSD staff and Senior Leadership Team) but informal discussion, consultation and evaluation takes place on an almost daily basis. Departmental reviews and development plans are completed by the end of each academic year.

Parents and Carers

Parents and carers are kept well-informed about the PSD curriculum throughout the academic year. Parents and carers are encouraged to make formal and informal contact if they have anything they wish to discuss.

Guidelines for staff

The PDS programme of study is determined by the PSD Co-ordinators, in consultation with lead tutors. The PSD Co-ordinators will ensure that teachers have an adequate, up-to-date knowledge of the aspects of PSD that they teach. Teaching in the area of PSD is available to all staff (including the PSD Co-ordinator and PSD staff) either at their own request, or when a need emerges from the school's monitoring and review process. The PSD Co-ordinators will ensure teachers are aware of the Drugs Education and Sex Education Policies and are working within these guidelines

Teachers are responsible for planning and delivering lessons that help pupils understand the issues being taught. Teaching resources and practical assistance in the planning and execution of lessons will be available from the PSD Co-ordinators. Tutors will develop a positive PSD working ethos in their tutor groups.

Teachers should ensure they give pupils sufficient opportunities to practice and develop interpersonal skills while exploring their thoughts and feelings, by including activities that require spoken communication.

Teachers should encourage pupils to accept responsibility for their learning, for example, by encouraging genuine open debate in class discussions and group work.

National Healthy School Standard

The PSD curriculum operates in conjunction with the National Healthy School Standard to address issues such as emotional health (homophobic bullying and eating disorders), and making drug and sex relationship education inclusive.

Resources

The PSD department constantly updates resources (DVD's, card games, photos, newspaper articles etc.) The focus is on improving written and oral communication and materials are chosen to stimulate and facilitate this. Some materials have been produced by the students themselves (poems, videos, research etc.) and these are used as a stimulus for new ideas.

Assessment

We assess progress in PSD in a number of ways, including:

- teacher observation
- student presentations
- pupils self-assessment
- peer assessment, e.g. during role-plays etc.
- feedback from group work
- formal assessment, working towards ASDAN accreditation
- informal assessment, e.g. games that assess knowledge gained.

Monitoring and Evaluation of PSD

Monitoring and evaluation of PSD policy and practice forms a regular part of our self-review processes, which involves staff and pupils

Confidentiality

At times during the PSD programme, sensitive issues are discussed, including bullying, drugs and contraception. This will, it is hoped, help to create a level of trust between students and the teachers. Sensitive issues discussed in the classroom by students should remain confidential within the group. However, students must be made aware they cannot rely on this if they choose to make a disclosure.

Use of 'Expert' Visitors

Outside visitors and agencies (carefully selected or through trusted recommendations) are used as a resource to help support and enhance the PSD curriculum. Visitors are always included as part of a carefully planned programme to help reinforce the teaching of the PSD team. They are NEVER a substitute for teaching. They provide links with the local community and give pupils an opportunity to work with adults from outside the school.

Visitors are made aware of:

- their purpose and role as visitors (for example to raise awareness of an issue, provide expertise, promote health services etc. as part of a planned curriculum)
- relevant school policies
- class ground rules (in particular relating to issues surrounding confidentiality, appropriate language etc.)
- lesson aims objectives and anticipated learning outcomes
- the number, age and ability (including special needs) of the students they will work with
- how they will work in the classroom
- the role of students, e.g. in preparing questions
- the role of the PSD teacher (who will remain in the class at ALL times)
- the need to sign in at Reception on arrival, where and when they will be met by a member of the PSD team, emergency exit procedures etc.

The contribution of all visitors to the curriculum is reviewed and evaluated after every visit (oral and/or written by pupils and PSD team) to determine future involvement. Feedback is sought from visitors and given to them orally and through thank-you letters.

Parent and carers are kept informed of anticipated visitors. School staff are kept informed of visitors via briefings, weekly bulletins or noticeboards, as appropriate.

PGCE students often observe PSD lessons during their teaching practice. They are treated as 'visitors' in the sense that their briefing on confidentiality, ground rules etc. is the same as that for external visitors, given above.

This policy has links to other Academy policies on:

- ❖ **Community Cohesion**
- ❖ **Confidentiality**
- ❖ **International Enterprise**
- ❖ **Assessment, recording and reporting**
- ❖ **Equal opportunities**
- ❖ **Social Inclusion**
- ❖ **Anti-bullying**
- ❖ **Child Protection/Safeguarding**
- ❖ **The Involvement of Visitors in the Academy**
- ❖ **Sex and relationships**
- ❖ **Drugs awareness**
- ❖ **Positive behaviour for Learning**
- ❖ **Social, moral, spiritual and cultural**
- ❖ **Learning**