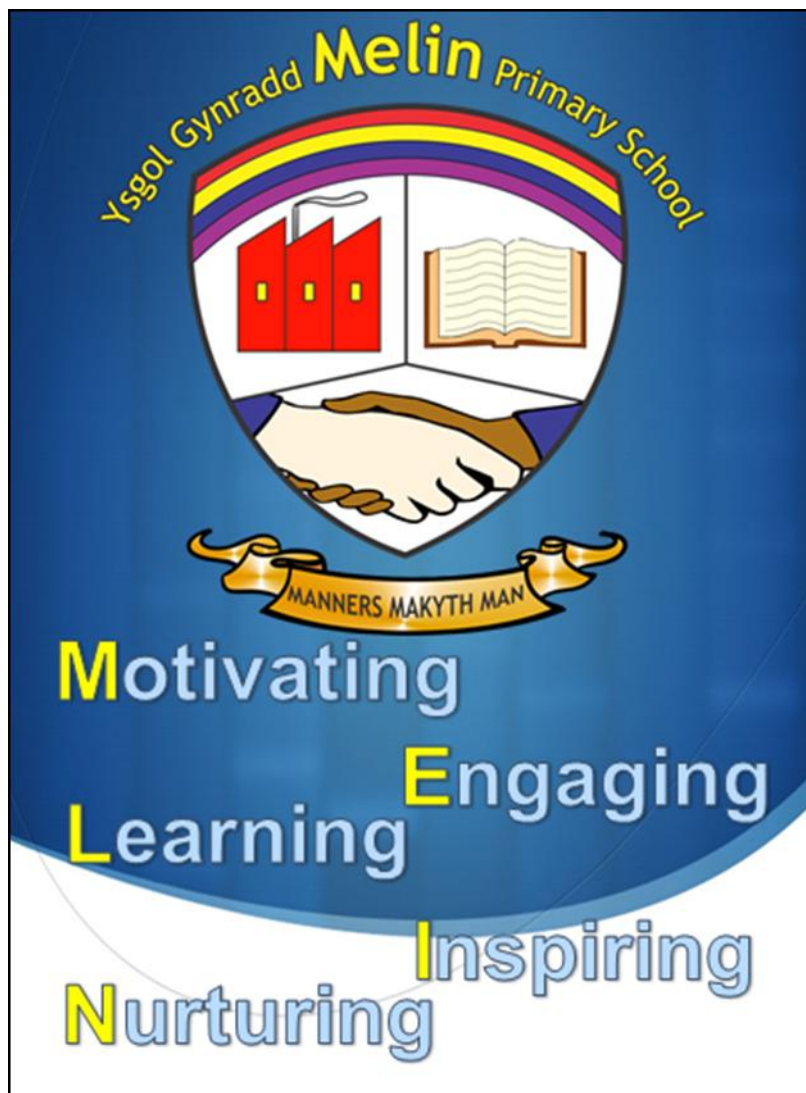
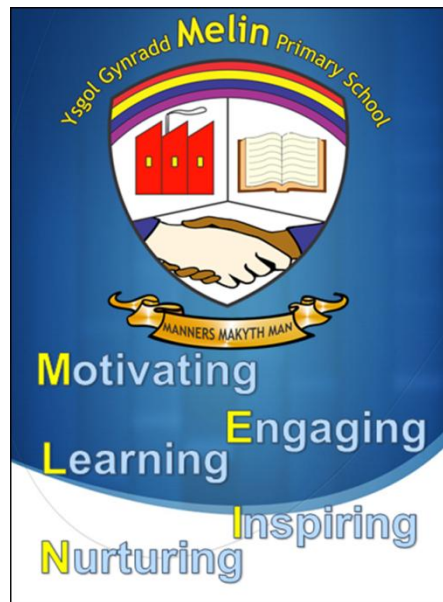


Melin Primary School



Personal and Social Education Policy

September 2017



Beliefs and Values

At Melin Primary School we believe that the emotional wellbeing of the child, developed through a curriculum based on activity and experience is at the heart of learning.

We aim to provide a safe, caring and stimulating learning environment across the Primary phase in which children are given the best opportunities to develop into literate, numerate, digitally competent, creative life-long learners so that they reach their potential.

We work together with the adults in our children's lives to ensure that they are safe, happy and are empowered to make a change in their lives.

Aims

Our main aims and objectives are:

- For learners to build on the skills, knowledge and understanding and that they have already acquired during the Foundation Phase.
- To develop and stimulate learners' interest in, and foster a sense of wonder of, places and the world about them.
- To study their own Welsh locality, the world beyond, different environments and events in the news as learners will develop their understanding of what places are like and how and why they change.
- Through practical activities and first-hand investigations in the classroom and out of doors, to develop skills to gather and make sense of information, use maps, think creatively and share ideas through discussion.

- To provide opportunities for learners to consider important issues about their environment, and to recognise how people from all over the world are linked.
- To understand the importance of sustainability, develop an informed concern about the quality of their environment, and to recognise that they are global citizens.

At Melin Primary School we believe that Personal and Social Development, Well Being and Cultural Diversity (PSD, WB & CD) should be at the heart of the curriculum, and that it permeates every other curriculum area. Children at this school learn about themselves, their relationships with other children and adults within and beyond the family, Welsh culture and other cultures. They are encouraged to think about and respect the feelings of others, the importance of motivation, perseverance, and self esteem, and to develop a positive disposition to learning.

Foundation Phase

Personal and Social Development, Well Being and Cultural Diversity (PSD, WB & CD)

Organisation and Leadership

Aims

We aim to ensure that:

- children's PSD skills are developed across all Areas of Learning through participation in experiential learning activities indoors and outdoors.
- children develop their self-esteem, their personal beliefs and moral values and an understanding that others have differing needs, abilities, beliefs and views.
- the cultural identity of all children is supported and celebrated, and that children begin to recognise and gain a positive awareness of their own and other cultures.
- children are supported in becoming confident, competent and independent thinkers and learners.
- children develop an awareness of their environment and learn about the diversity of people who live and work there, and that positive attitudes for enjoying and caring for their environment are fostered.
- children are taught and encouraged to begin to express their feelings and to empathise with others.

Teaching for Learning

PSD, WB & CD is taught throughout the school using a variety of methods.

- **Circle Time** – children sit in a circle and listen and talk as a class. Often an object is passed around and when a child has the object then he is able to speak, while others have to remain silent to listen. This encourages children to respect the views of others and to appreciate that we often have different opinions and views. It is sometimes used

by the class teacher to emphasise a certain part of PSD, WB & CD – for example the importance of making and following rules.

- **Puppets** –sometimes some teachers use puppets or ‘dolls’ to encourage children to take on different roles, for example they might ask a child to pretend to be one of the little pigs from the story ‘The 3 Little Pigs’ and describe how they felt when their house was blown down by the wolf. This helps children begin to develop the skills of empathy and of understanding others.
- **Looking after living things** – in most classes the children learn about plants and animals as part of their Knowledge and Understanding of the World, but they also learn about the idea of life being precious and that they need to care about other living things. Children are encouraged to think about what is needed to make plants and animals grow and to also think about keeping healthy and safe
- **Role Play** – children are often encouraged to act out well known stories or familiar situations, for example older children may make up a ‘play’ about bullying, and explore how the bully and the victim feel, and why they behave in certain ways. Masks, hats or costumes are sometimes used to help children ‘take on’ a particular character.
- **Games** –sometimes children will play board or card games which as well as helping them develop the skills of turn taking and sharing, can also help them learn about other things such as healthy eating, good manners and citizenship.
- **Real Life Experiences** – whenever possible we try and ensure that our children actually experience the things they are learning about. For example an important feature of many cultures is the celebrations that are held –so children celebrate St David’s Day by singing Welsh songs, cooking traditional Welsh food and dressing in traditional costume. Likewise they learn about a part of the Chinese culture by celebrating Chinese New Year – dressing in traditional clothes and tasting Chinese food, as well as hearing the stories behind the celebrations.

The school ensures that all Foundation Phase objectives and skills are systematically taught over each year group. Additionally Social and Emotional Aspects of Learning (SEAL) resources are used alongside, and assembly and class themes link with these to encourage a consistent whole school approach to this area of learning.

Through the year every class follows the same themes:

Autumn Term	Spring Term	Summer Term
New Beginnings	Going for Goals	Relationships- People who are important to me
Being Thankful/Harvest	Good to be Me	Relationships- My Feelings
Getting on and Falling Out	Easter/ New Life	Changes
Christmas		

Key Stage Two

Personal and Social Education

Organisation and Leadership

At Key Stage 2, learners build on the skills, attitudes and values, and knowledge and understanding they have started to acquire and develop during the Foundation Phase.

PSE offers learning opportunities and experiences which reflect the increased independence and physical and social awareness of learners. They need to be equipped with the skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. PSE assists learners to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Aims

Specifically the aims of PSE are to:

- develop learners' self-esteem and a sense of personal responsibility
- promote self-respect, respect for others and celebrate diversity
- equip learners to live safe, healthy lives
- prepare learners for the choices and opportunities of lifelong learning
- empower learners to participate in their 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.

Teaching and Learning

The teaching of PSE will be through both discrete sessions and incorporated into cross-curricular lessons when appropriate.

The themes identified in the PSE framework are:

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

The PSE lessons will be taught in a variety of ways. These could include

- **Circle Time** – children sit in a circle and listen and talk as a class. This encourages children to respect the views of others and to appreciate that we often have different opinions and views.
- **Role Play** – children are often encouraged to take on the role of well known characters or familiar situations, for example older children may make up a ‘play’ about bullying, and explore how the bully and the victim feel, and why they behave in certain ways. Masks, hats or costumes are sometimes used to help children ‘take on’ a particular character.
- **Hot Seating** – children can take on the role of a person and children pretend to be that person using props to support. Children can think about the thoughts and feelings of the person. The class can ask the character questions to develop a better understanding of the characters thoughts, reasons, feelings, actions and opinions
- **Games** –sometimes children will play board or card games which as well as helping them develop the skills of turn taking and sharing, can also help them learn about other things such as healthy eating, good manners and citizenship.
- **Real Life Experiences** – whenever possible we try and ensure that our children actually experience the things they are learning about.
- **Visitors** – outside agencies coming into school to talk to the children e.g. NSPCC, show racism the red card.

The school ensures that all Key Stage 2 objectives and skills are systematically taught over each year group. Additionally Social and Emotional Aspects of Learning (SEAL) resources are used alongside, and assembly and class themes link with these to encourage a consistent whole school approach to this area of learning.

Through the year every class follows the same themes:

Autumn Term	Spring Term	Summer Term
New Beginnings	Going for Goals	Relationships- People who are important to me
Being Thankful/Harvest	Good to be Me	Relationships- My Feelings
Getting on and Falling Out	Easter/ New Life	Changes
Christmas		

Planning and Resources

At Melin Primary School we are committed to raising standards of Numeracy and Literacy of all our pupils. These skills are taught and developed through all areas of the Foundation Phase curriculum where the pupils are provided with many varied opportunities for pupils to develop both their literacy and numeracy skills. Class teachers will assess and report

progress to parents/carers through the year on parents' evenings and in the annual end of year pupil report.

Assessment, Recording and Record Keeping

Assessment of pupils across the school will be carried out using the Incerts Assessment system as part of our formative assessment procedures. The skills outlined within the teachers' planning will be assessed through a variety of methods, as outlined in our Assessment, Recording and Record Keeping Policy.

Assessment for Learning is an important part of the process to develop our pupils' independent learning skills. Teachers will plan carefully for opportunities for teachers, peers and pupils themselves to identify what they have done well and what they could do to improve. Pupils will then be provided with time to make these changes in all areas of the curriculum. A framework for AfL development is provided within the Assessment, Recording and Record Keeping Policy.

Additional Learning Needs and Inclusion

As a school, we believe in providing all pupils with opportunities to develop their skills, experience and learning in all areas of the Foundation Phase and National Curriculum. Reasonable adjustments will be made to enable all learners to take part in activities, with differentiation and adaptations made to ensure true inclusivity.

More able and talented pupils will have work differentiated appropriately within the subject areas. Teachers will liaise effectively with Cefn Saeson or Key Stage Two to ensure pupils are sufficiently challenged.

Monitoring, Evaluation and Review

This policy will be reviewed as part of the nine term self-evaluation procedure or changes to statutory Curriculum orders, whichever is sooner.

D. Harris

September 2017