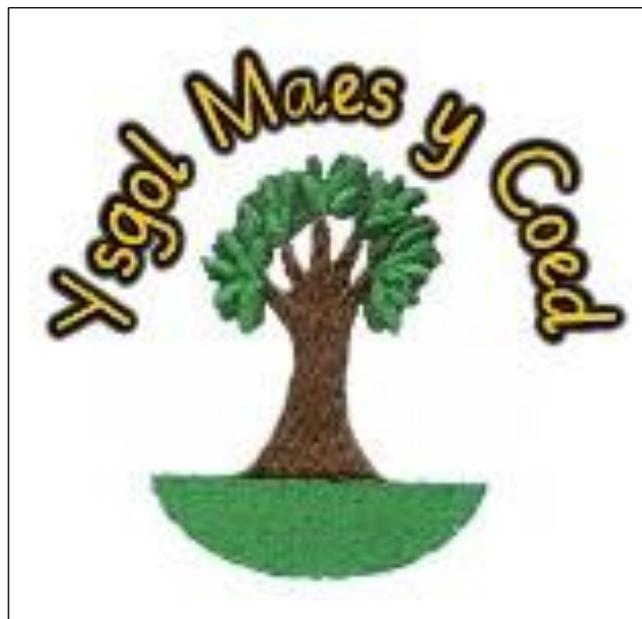


Ysgol
Maes y Coed
Policy for Personal and
Social Education,
Well-Being and Cultural
Diversity



POLICY REVIEW

The policy will be reviewed in consultation with staff, parents and governors and in line with the planned cycle of monitoring outlined in the School Development Plan.

AMENDMENTS WILL ONLY BE MADE AFTER FULL CONSULTATION WITH STAFF AND GOVERNORS

HEADTEACHER Date

Chair of Governors Date

A) MISSION STATEMENT

You and Me Creating Opportunities

At Ysgol Maes y Coed 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

B) INTRODUCTION

This policy is in accordance with the Welsh Assembly's Foundation Phase – Personal and Social Development, Well-Being and Cultural Diversity and Personal and Social Education Framework for 7 to 19 year olds in Wales documents.

At Ysgol Maes y Coed we aim to plan and deliver a broad and balanced PSE curriculum to meet the specific needs of all Ysgol Maes y Coed pupils with severe, profound and multiple learning difficulties.

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

The aims are to:

- Develop confidence and responsibility and making the most of their abilities
- Prepare to play an active role as citizens
- Promote the development of a healthy and safe lifestyle
- Develop good relationships and respecting the differences between people
- Develop and prepare for the choices and opportunities of lifelong learning
- Prepare for the challenges and choices of adult life
- Develop principle of sustainable and global citizenship
- Promote physical and mental well-being

Ysgol Maes y Coed policies refer to PSE – related issues and should be read in conjunction with this policy

- Intimate Care policy
- Physical Contact policy

- Manual Handling policy
- Sex Education policy
- Child Abuse and Restraint policy
- Leavers Curriculum
- Foundation Phase Curriculum
- RE Curriculum
- PE Curriculum

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 Healthy 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.

D) THEMES OF PSE

The themes identified in the PSE framework are:-

- Active citizenship - Autumn Term
- Health and emotional well-being – throughout year
- Moral and spiritual development – throughout year
- Preparing for lifelong learning – throughout year
- Sustainable development and global citizenship - Summer Term

E) MANAGEMENT FRAMEWORK

- All staff will be involved in the promotion of PSE which is taught through a combination of subject areas within the Foundation Phase, the EQUALS, framework and relevant Schemes of Work.
- All pupils, staff, parents, carers, governors and the wider school community will be encouraged to support Ysgol Maes y Coed's Healthy Schools Project and ensure its success.
- Specific aspects such as Sex and Relationships Education are taught jointly with the support and consultation of parents and other outside bodies at an appropriate level to cater for the pupils' needs.

The Curriculum

The programmes will be planned, delivered and co-ordinated across all Key Stages

- In the Foundation Phase PSE is taught through topics, Science, PE and RE Schemes of Work and individual programmes to develop self-help skills which will include toileting, feeding, dressing, etc.
- In the Secondary Phase PSE is taught through the EQUALS "Moving On" curriculum
- 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

Literacy Framework (LNF)

There are three strands Oracy, Reading, Writing. Pupils should be given opportunities, where appropriate, in their study of Personal and Social Development, Well-Being and Cultural Diversity to develop and apply the three strands.

Numeracy Framework (LNF)

There are four strands of numeracy – developing numerical reasoning, using number skills, using measuring skills and using data skills. Pupils should be given opportunities, where appropriate, in their study of Personal and Social Development, Well-Being and Cultural Diversity to develop and apply skills in

the four strands.

KEY SKILLS

The following Key Skills form an integral part of the curriculum as a whole and are included throughout the Scheme of Work.

DEVELOPING COMMUNICATION

Pupils will be given opportunities where appropriate in their PSE studies to develop and apply their skills of speaking, listening, reading, writing and expressing ideas through a variety media.

DEVELOPING NUMBER

Pupils will have the opportunities where appropriate in their PSE studies to develop and apply their knowledge and skills for using information, calculating, interpreting and presenting data.

DEVELOPING ICT

Pupils will be given opportunities where appropriate in their study of PSE to develop and apply their IT skills to obtain, prepare, process and present information and communicate ideas with increasing independence

DEVELOPING THINKING

Pupils will be given opportunities where appropriate in their PSE studies to develop and apply their skills of asking appropriate questions, making predications and coming to informed decisions.

LEARNING ACROSS THE CURRICULUM

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

PERSONAL AND SOCIAL EDUCATION

Pupils will be given opportunities where appropriate to develop and apply the attitudes, values, skills, knowledge and understanding relating to PSE throughout the curriculum as a whole.

F) 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
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G) STAFF DEVELOPMENT

- In house training delivered by staff as appropriate
- Networking with colleagues from other schools and advisory teachers
- Support from Healthy Schools Co-ordinator

H) ASSESSMENT, RECORDING AND REPORTING

- Individual progress and attainment is assessed against the level descriptors in the PSE documents
- Termly targets are set for individual pupils in PSE.
- IEPs are used to plan priority learning objectives and these are reviewed termly in consultation with parents and when appropriate, discussion with pupils.

I) EQUAL OPPORTUNITIES

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

J) 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