



# Personal, Social and Emotional Development Policy

## Contents

1. Vision .....	3
2. Purpose and Audience.....	3
3. Parent/Carer .....	3
4. Governors .....	3
5. Structure.....	3
6. Integrated Approach .....	4
7. Real Life Learning .....	4
8. Multisensory .....	4
9. Curriculum Mapping.....	5
10. Resources .....	5
11. Technology.....	5
12. Equal Opportunities .....	5
13. Monitoring.....	5
14. Subject Co-ordinator .....	6
15. Evidence .....	6
16. Evaluation/Impact.....	6
17. References:.....	6

## 1. Vision

To enable the pupils' personal, social, and emotional well-being to be developed through a diverse PSED curriculum which is accessible for all pupils at Castlebar. We wish for pupils to be motivated in a programme of study that promotes the spiritual, moral, cultural, mental and physical development of all. We are committed to delivering Personal Social and Emotional Development Education sensitively and inclusively including content which is age appropriate, respectful of all backgrounds and which takes into consideration the developmental needs and understanding of our pupils. We aim to also prepare the pupils for opportunities, responsibilities and experiences of adult life within the world in which they are growing up; (including positive and safe relationships) to support pupils to be safe, happy and prepared for life beyond Castlebar.

## 2. Purpose and Audience

To agree a Castlebar approach to PSED through:

- Achievement of Healthy School London award
- Sustainable Travel Accreditation – TfL Stars
- Termly PSED curriculum maps for Foundation stage, KS1 and KS2
- Delivery of RSE at KS2 through curriculum mapping and support from external agencies (although healthy relationships curriculum is delivered across all key stages)
- Explicit teaching and monitoring of Interaction and Independence progress against the current P-level progress tracker system
- Planning opportunities for developing Peer to Peer Interactions
- Working alongside parents and member of the supporting community including external agencies

## 3. Parent/Carer

Parents and Carers are to support their child by:

- Ensuring their child arrives at school looking clean and wearing clean clothes
- Providing a balanced and healthy breakfast before their child comes to school
- Ensuring packed lunches (where provided) are balanced and healthy
- Informing school of any personal changes at home
- Liaising with school staff about outcomes and any support needed if their child has hospital appointments
- Keeping appointments with multi-professionals involved with their child, to support their physical or emotional needs
- Ensuring their child has a calm routine before bedtime and gets the correct amount of sleep for their age, to help their emotional well being
- Using positive language and reward systems with their child to develop their self-confidence and self-esteem
- Preparing their child for changes to normal routines, working with the school through the use of visual support
- Attending, where appropriate, parent courses/workshops to develop skills in managing behaviour and developing skills
- Attending RSE parent meetings if their child is in Year 5 or 6
- Supporting development of interaction and independence against the IEP targets provided by class teacher and home strategies described

## 4. Governors

- To support staff PSED, PSHE, SEAD, SEAL and RSE training.
- To support all necessary funding to ensure the continued development of high quality PSED throughout the school.
- To have a shared agreed approach that the development of the pupils personal and social skills that enables them to become more confident and independent; to maximise their strengths and minimise their weaknesses and to lead a healthier life style.

## 5. Structure

In the Foundation stage and KS1 classes, PSHE is taught throughout the day/week in the following ways:

- Daily self-care routines e.g. toileting, washing, feeding, dressing/undressing
- Use of schedules
- Turn taking activities

- Shared stories during circle time
- Communicating likes and dislikes
- Forming relationships with peers and adults
- Visits to local amenities and developing life skills
- The ability to move safely and independently around the school building
- Road safety
- Finding and using familiar resources
- Use of role-play area to develop play skills and form positive relationships
- Developing responsibility through daily jobs to take care of own environment and resources
- Development of communication skills to discuss issues and learn about consequences

In all key stages, all pupils receive at least an hour a week of a planned, high quality PSED lesson covering the range of strands provided in the medium term PSED curriculum maps (Citizenship,

Social and Emotional Aspects of Development, Keeping safe, Healthy Lifestyles, Living in the Wider World, Relationships and RSE.

- Through the Extended Schools Programme of after school clubs, pupils have the opportunity to develop social interaction and life skills; improve their fitness and develop a healthier lifestyle.
- Pupils in Years 6 will receive an additional planned and structured programme in the delivery of RSE.
- Pupils in KS2 have the opportunity to develop skills in leadership; provide role models of the positive behaviour for the young pupils and develop links with the local community through being a member of the School Councillors.

## 6. Integrated Approach

Our PSED delivery underpins the whole curriculum, ethos and values at Castlebar School and supports our current school improvement priorities of sustaining and building on our standards in socialisation and independence of the pupils. The aims and objectives of our PSED planning form part of each pupil's integrated day, as well as planned activities in specifically taught PSED lessons, physical development, food technology and science. It also involves the roles of other professionals e.g. Occupational Therapist and School Nurse to support the children in developing knowledge and understanding of what makes for a happy, emotionally balanced and healthy lifestyle.

## 7. Real Life Learning

- Use of Occupational Therapy targets to develop gross motor skills e.g. walking; and the ability to safely negotiate steps and fine motor skills e.g. toileting, dressing and eating.
- Fundraising for charity – role of school council and also developing links with wider community.
- Visit to local shops to identify and purchase food for food technology lessons.
- Use of the local community to develop the ability to travel safely and independently.
- Residential trips in Year 3 and 6, developing social interaction, communication, physical and life skills.

## 8. Multisensory

At Castlebar, high quality teaching and learning is supported by a range of psychological and therapeutic services, including Speech and Language therapy, Occupational therapy, Music therapy and Educational Psychology. Therapists work alongside staff to ensure programmes are delivered in a facilitative model to promote children being immersed in a multi-disciplinary environment. This approach supports the development of pupils' social, independence and communication skills.

SLT - The Speech and Language Therapy Service provides assessment, diagnosis and therapeutic intervention for children with Speech, language and communication needs and eating/drinking and swallowing needs. We aim to enable children and young people to achieve positive outcomes through our work at the universal, targeted and specialist level.

OT - The OT service at Castlebar works at various levels including working in the classrooms, working with individuals to support children in their ability to function at school, staff and parent training. The service promotes improvement in independence skills and optimal learning and development through working on arousal and attention, motor skills, positioning and environmental adaptations.

## 9. Curriculum Mapping

- Medium term plans are provided for EYFS, KS1 and KS2. Each key stage covers a range of objectives within the following strands;
- Citizenship (including British values and SMSC)
- Social and Emotional Aspects of Development
- Keeping safe (including age appropriate content on Anti-bullying, E-safety, Safeguarding and Drugs education)
- Healthy Lifestyles
- Living in the wider world (financial capability, environmental safety)
- Relationships and RSE (including puberty and menstruation)

## 10. Resources

Through the local authority PSHE/Healthy Schools Team the PSED co-ordinator receives continuing support in the delivery of PSED. Following whole school RSE training delivered by Image in Action the school now has copies of 'Let's Do It' and 'Let's Plan It' – a guide for the delivery of RSE and a range of creative activities. The school has a range of PSED resources that include books, worksheets, games and physical resources kept in the PSED resource cupboard. The school has recently re-designed and resourced the pupils' kitchen so that it is more appropriate to meeting the more complex needs of the school population, encouraging every pupil to participate in weekly cooking activities. The Occupational Therapy Team continue to resource those pupils who require either adapted seating for the correct posture to focus on their work or adapted cutlery, to enable younger pupils to develop independent feeding skills.

## 11. Technology

ICT is used regularly across the school to support pupil activities and the teaching strategies related to the learning objective of the lessons. The school has interactive whiteboards and learn pads in all classrooms and classes use a range of ICT devices as communications modes to support routines and new vocabulary e.g. sound boards, sound buttons.

Use of digital cameras and the IRIS camera to record:

- Whole school festivals/celebrations
- Class assemblies
- PD competitions and festivals
- After school club activities

## 12. Equal Opportunities

All pupils at Castlebar regardless of gender, culture or disability have equal opportunity to develop their independence skills, roles as a School Councillor as well as a balanced and healthy life style. Mixed groups of both female and male pupils are selected for age appropriate Physical Development events, after school and holiday clubs, and the School Councillors are selected through an election process.

## 13. Monitoring

- Through the implementation and delivery of PSED curriculum maps for KS1 and KS2 in both half-termly and weekly planning
- Through the PSED co-ordinator observing a range of lessons across the Key Stages through-out the academic year
- Through the PSED team carrying out a learning walk across the school and through sharing good practice.
- Use of self-evaluation statement completed by PSED co-ordinator
- PSED targets on pupils IEP's
- Pupil progress trackers for monitoring progress in Interaction and Independence
- PSED Word samples in each pupil's evidence photos
- Book scrutiny

## 14. Subject Co-ordinator

- To monitor and evaluate the delivery of PSED throughout the school
- To support staff in the delivery of PSED through training and resources
- Through the observation of a range of PSED lessons across all Key Stages throughout the year
- To analyse PSED data across all Key Stages from pupils IEP's at the end of each term and academic year
- To develop new and appropriate initiatives and foci through the Self-Evaluation Process
- To up-date relevant PSED policies and data
- To also ensure school successfully retains its 'Healthy Schools London and TFL Stars sustainable travel' kitemarks
- To ensure the school continues to successfully provide sustainable and accredited Travel Training for Year 5 and 6 pupils
- To maintain links with appropriate local authority professionals to support further development in the delivery of PSED at Castlebar School
- To also develop links with relevant outside agencies e.g. Image in Action
- To liaise with staff at Belvue School to ensure continuity and progression in the delivery of PSED including Food Technology
- To ensure that the school is adequately and appropriately resourced for the delivery of PSED and Food Technology

## 15. Evidence

- Healthy Schools London kitemark
- Sustainable and Accredited Travel Training
- Whole School PSHE moderation
- PSED subject file
- PSED lesson observation sheets/learning walk feedback
- PSED, IEP data analysis proforma and findings
- End of year PSED, IEP achievements data and findings
- PSED self-evaluation statement
- Termly, half-termly, weekly planning
- Pupils IEP's – Interaction and Independence targets
- PSED work samples in evidence folders
- Book scrutiny
- Photographic evidence of events
- Cooking progress books

## 16. Evaluation/Impact

Through pupils making progress in their self-care routines; working safely in, and moving around the school environment safely, has enabled pupils to begin to lead and develop a more independent life style.

Through improved behaviour pupils have socially interacted more, enabling their self-confidence and self-esteem to improve as well as their ability to motivate themselves more, leading to further all round progress with their skills.

It has also enabled pupils to be better prepared to face the physical and emotional changes they will encounter as they develop into young adults

## 17. References:

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>