



Oakdale School

To be the best we can be

P.S.E.D

**PERSONAL, SOCIAL
& EMOTIONAL
DEVELOPMENT**

POLICY FOR PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

INTRODUCTION

- This document is a statement of the aims, principles and strategies for the teaching and learning of Personal, Social and Emotional Development for Oakdale School. It was reviewed in July 2018.

DEFINITION

PSED is a planned programme of learning which is embedded in our topic based curriculum (See Curriculum Policy). It supports our pupils to develop the knowledge, skills and independence to keep themselves healthy and safe and prepare them for future life and learning.

It promotes personal development, behaviour, welfare and safeguarding. (See Safeguarding; Behaviour SMSC & British Values Policies).

Pupils at Oakdale have diverse and significant additional needs.

PSED contributes to Oakdale's statutory duties outlined in the Education Act 2002 Section 78 helping provide a balanced and broadly based curriculum.

PSED is important to promote in the school environment, home setting and the wider community.

OAKDALE PUPILS

Pupils needs across school are diverse. Class groups are organised to meet the needs of pupils according to age, stage and where possible Key Stage. Teaching & Learning styles and approaches will be adapted for pupils on the Autistic Spectrum as well as pupils with Severe and Profound Learning Needs.

PSED Curriculum within and Topic Based Spiral Curriculum

Opportunities when we have spaces on the topic cycle can be used for teachers to plan specific age appropriate / pupil interests sessions that may have a PSED / Independence focus. Tailoring to individual or class needs can be justified with rationales' e.g. in class concerns about toothache / sensitive teeth, fussy eaters, head lice etc. may trigger a block of work to develop skills / tolerance that impacts on individuals or groups of children.

PSED programme of study is based on three core themes which overlap and have flexibility:

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Self Confidence & Self Awareness

- Developing confidence in who they are and what they can do
- Expressing own ideas
- Feel valued and have sense of self-worth

Managing Feelings and Behaviours

- Understanding own feelings and feelings of other people
- Learn ways to manage own behaviour
- Follow rules

Making Relationships

- Learn how to get along with other children and adults
- How to develop and maintain a variety of healthy relationships within a range of social / cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

PSED will also include health & wellbeing

Health & Wellbeing

- What is meant by a healthy life style?
- How to maintain physical, mental and emotional health and well being
- How to manage risks to physical and emotional health & wellbeing
- Ways of keeping physically and emotionally safe
- About managing change, such as puberty, transition and loss
- How to make informed choices about health and wellbeing and to recognise sources of help for this
- To identify different influences on health and wellbeing
- Economic wellbeing: where money comes from; keeping it safe and the importance of managing it affectively

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As a school we will:

- Develop each child “Learning to Learn” skills as this will help the child to attend, and engage with other people, their environment and learning opportunities.
- Personalise the curriculum so that key skills that are specific to them and identified in their EHC Plans are taught as a priority.
- Build on prior learning to ensure process.
- Provide support while promoting independence.
- Build on skills taught through real life experience.
- Be respectful of individual needs and be flexible differentiating learning.
- Ensure skills learnt provide a solid basis for lifelong learning.
- Support children to be positive citizens who are prepared for life in Modern Britain.
- Give pupils a voice to make choices and decisions.
- Build on self-esteem and confidence to be resilient and cope with change.
- Increase independence.
- Help children live healthy lives through Healthy Eating and Physical Activity.
- Have experiences of economic activity using money in community contexts to raise funds to support **charity groups**.

Support children to

- Self-regulate their own behaviour and understand their own emotions and feelings as well as others.
- To keep themselves and others safe.
- To have worthwhile and fulfilling relationships
- To respect the differences between people.
- Be sensitive to the needs of each individual, prompting equal opportunities for all.
- Develop positive self-esteem, personal and interpersonal skills, skills for everyday living and a sense of responsibility for self and society.

STRATEGIES FOR THE TEACHING AND LEARNING OF P.S. E.D

Our topic based curriculum ensures breadth and balance.

The Spiral Topic Based Curriculum introduces skills that are improved and / or developed and learning is revisited, reinforced and extended / generalized appropriate

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to stage and / or age. These topics are taught both inside the classroom and in the wider community. Ensuring functional, meaningful and real life contexts are used a vehicle to learning. (See Curriculum Topic Cycles & Enrichment Days).

The continuous PSED Curriculum includes Personal Care, Toileting, Dressing, Eating / Drinking, Independence (Organisational skills), Learning to Learn skills (Attention), Interaction (Working with Others), Emotional Wellbeing, Positive Behaviour, Self-Regulation (and Sensory Needs), Economic awareness, Communication and Transitions.

In addition:

- Teaching styles used shall include whole class, small groups and individual methods.
- Opportunities for integration inclusion sessions (if appropriate).
- Blocked units of work will be planned for the class groups and individual continuous units of work will be taught as needed.
- Whole school and departmental activities shall also promote PSED e.g. assemblies, productions, outside visitors and speakers.
- Communication with and involvement of parents and family members to inform and promote.
- Class teachers plan for and deploy support staff to work with small groups / individual pupils to facilitate learning and personalise learning opportunities.

ACHIEVEMENTS

Pupil achievements are celebrated at school and shared with parents / guardians. Achievements are communicated and recorded in a variety of ways;

- Praise and rewards.
- Badges
- During circle time.
- Class Dojo, direct contact or texts
- Photographic evidence.
- Displays
- Records of achievement / experiences.
- Parent’s evenings.
- Annual reviews.

Within PSED some achievements within personal growth i.e. toileting and hygiene should be dealt with discreetly and sensitively.

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FEEDBACK TO PUPILS.

During activities all pupils will receive encouragement and rewards for both achievement and good effort. They will be given the necessary support to gain success and a sense of achievement and worth.

STRATEGIES FOR RECORDING AND REPORTING AND LINKS WITH PARENTS

Assessment, recording and reporting shall be achieved through:-

- Individual children's work files, annotation & observations
- Individual education programmes (IEP's) (3 x a year)
- Annual review documents
- Parent meetings and review discussions
- Termly planning
- Badges and stickers
- Assemblies
- P Levels/PIVATS assessments
- Teacher assessment

MONITORING

Subject monitoring will be achieved by:

- EHC Plan objectives / outcomes
- Observing the teaching of lessons
- Scrutinising teachers plans and records
- Seeing pupils work (at moderation & standardisation meetings / evidence meetings)
- PPM / I.E.P.'s
- Displays

USE OF RESOURCES.

- Resources for PSED are available in the KS2 department P.S.H.E room and in the KS1 P.S.H.E area. Consumable items are re-stocked as and when necessary.
- The bathrooms and toilet areas have a small range of resources.
- Reference books are available in the PHSE rooms.

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- Suitable picture / story books for children are available in the library.
- An annual allocation of monies to purchase resources is spent after consultation with all staff. Priorities are identified in the SIP
- Help / advice from outside agencies shall be sort e.g. Nurse, Doctor, Dental hygienist etc.
- Community resources shall be used whenever possible e.g. Sports halls, Swimming pools, Road safety Officers etc.

Consideration will also be given to addressing the following learning types.

- Visual - Learning from pictures and images
- Auditory - Learning from words, music and sound
- Kinaesthetic - Learning from moving, touching and doing

Pupils Communication and Sensory Processing needs will be considered by teachers when planning sessions.

Pupils with Profound and Multiple Learning Difficulties benefit from a multi sensory approach as well as ensuring they have appropriate access and positioning.

ICT equipment and switches will play an important role.

Pupils with Autistic Spectrum Conditions benefit from a low distraction environment with visual support to aid communication (See Autism Policy).

EQUAL OPPORTUNITIES

PSED at Oakdale will be planned, delivered, assessed and resourced in accordance with the Schools Equal Opportunities Policy.

INCLUSION

Opportunities to enhance pupils progress in PSED & Citizenship through inclusion links with mainstream school will be taken.

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