Oakley School

Skills for Life and Independence

Personal Social Emotional Development (PSED) Policy

Date reviewed: May 2024

Date agreed and ratified by Leadership Team

Date of next review: May 2026 (or sooner if required)

Appendices: None

1. Aims

At Oakley School we strive to create an atmosphere where every member of the school community feels respected and valued, a place where self-esteem is nurtured and the principles of tolerance and equal opportunities are seen in action, that the teaching of how to build good relationships is a natural part of every day school life. We help our young people develop an understanding of how they can protect themselves, and give them the confidence to seek help and support when they need it. We want our pupils to be able to make responsible and informed decisions about their lives and keep themselves and others safe.

Our Mission: *Children and Young People at the heart of all we do.*

Our Ethos: *Work Hard, Be Kind, Have Fun & Stay Safe*

Our Vision: *To give all our children and young people opportunities to* ***engage****,* ***explore, discover*** *and develop their* ***independence*** *– to become confident, resilient, happy and well prepared for a positive and meaningful future, equipped with skills for life.*

The objective of Personal Social Emotional Development (PSED) is life - long learning about the emotional, social and physical aspects of growing up, relationships and sexual health. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. PSED is also about the understanding of the importance of family life, stable and loving relationships, respect, love and care.

2. Statutory requirements

At Oakley School the statutory requirements for RSE are included in the PSED strand of the Oakley Learning Journey. The Relationships Education, Relationships, Sex Education, and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, require all schools from September 2020 to deliver Relationships Education (in primary schools) and Relationships and sex education (in secondary Schools). Health Education is compulsory in all schools except independent schools. This statutory guidance frames considerations for disabled pupils and pupils with special educational needs (SEN) within the Equality Act 2010 and the Children and Families Act 2014.

'114.Schools will retain freedom to determine an age appropriate, developmental curriculum which meets the needs of young people, in consultation with parents and the local community. Schools must also comply with the relevant provisions of the Equality Act. Where appropriate this may also require a differentiated curriculum'.

This policy should be read in conjunction with Oakley School's following documents, these can be found on the school's website:

- Teaching Learning and Assessment Policy
- Anti -Bullying Policy
- Child Protection and Safeguarding Policy
- Pupil Behaviour Engagement and Wellbeing Policy

PSED Framework within the Oakley Learning Journey is available on the School Website

3. Policy development

This policy has been developed in consultation with the school community. The consultation and policy development process involved the following steps:

1. Review – the lead staff member pulling all the relevant information including relevant local and national guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/Stakeholder consultation – families are consulted about their child's understanding and what is being taught through school communications, Annual Review Meetings and Pupil Progress Meetings throughout the year.
4. Ratification – Once amendments had been made, the policy was shared with Governors and ratified.

4. Definition

Oakley School values PSED as one way to support our pupils' development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education Framework within our whole-school PSED Curriculum where appropriate. For many of our pupils, a great deal of the issues that need be taught within the RSE framework are complex and require a higher level of conceptual understanding than some of our pupils present. We have however, tried to demonstrate how these areas could be covered and adapted within reason to ensure that all our pupils have the opportunity to access RSE and to benefit from the statutory guidance in place.

Through the PSED/RSE framework, embedded in the Oakley Learning Journey at Oakley School, we encourage our pupils to develop:

1. to stay as healthy as possible
2. to be able to manage and understand change in all areas of their lives as they progress into
3. adulthood – emotionally, socially, physically and environmentally
4. to learn to keep themselves and others safe, including recognising signs of bullying and
5. knowing where to turn for help
6. to learn how to use social media and the internet safely and responsibly (where applicable)
7. to develop effective, satisfying and safe relationships
8. to learn to recognise similarities and differences between themselves and others and to
9. respect these differences and to be an independent and responsible member of society.
10. to develop self- confidence and self -esteem
11. to develop good relationships with other members of the school and the wider community

5. Curriculum and Delivery of PSED through the Oakley Learning Journey

The core framework for PSHE/RSE is embedded in the Oakley Learning Journey primarily in Personal, Social, Emotional Development but also Understanding of the World. The Oakley Learning Journey meets the needs of all pupils at Oakley from Nursery through to Year 14 and pupils have weekly timetabled lessons for PSED as indicated below.

Personal, Social, Emotional Development	Phase 1	Phase 2	Phase 3	Phase 4
Lessons per week	5	4	4	3

At Oakley School we deliver PSED within the creative curriculum. Delivery of PSED is planned within Phases, during collaborative planning time. Individual Class Teachers then adapt in order to meet personalised class needs using different teaching and learning approaches across each of our three Learning Pathways: Engage, Explore, Discover as well as four Phases. Our Creative Curriculum offers a focus not just on academic achievement but also on the journey of preparing skills for life and independence. Through adult modelling and guidance, pupils will learn how to look after their bodies, including healthy eating and managing personal needs independently. We want each student to develop these skills and abilities so they can lead as healthy and independent lives as possible when they leave Oakley school.

For our pupils to develop a positive sense of self and manage their emotions we have embedded therapy strategies within our curriculum this includes (but is not limited to) knowledge and application of Zones of Regulation, the Thrive approaches, interoceptive activities, access to Music and Play Therapy and

opportunities for outdoor learning in Forest School. These interventions and activities enable our pupils to learn how to keep themselves emotionally safe and well regulated.

Through supported interaction with peers and adults our pupils learn how to be kind, make good friendships, have fun, co-operate, and resolve conflicts. These attributes will provide a secure platform from which children can build and sustain fulfilling relationships into adult life.

Impact:

The wider creative curriculum offers pupils opportunities to put in to practice their PSED learning and further develop their resilience, self-esteem, confidence, problem solving, tolerance, communication, social skills and a sense of enjoyment (fun) in order to achieve skills for life and independence. We achieve this by:

- Celebrating all achievements our pupils make in school and at home
- Engaging in high quality Community Visits to implement their skills, such as: using money, social communication, problem solving, travel training, experiencing different people and places.
- Participating with Curriculum Enrichment Activities, e.g.: sport participation, arts events leading to increased pupils' confidence and engagement.
- Developing pupils' physical and sensory skills and improved mental health to enable pupils to develop their own wellbeing and leisure interests.
- Offering a comprehensive programme of residential trips that provides pupils with opportunities to stay away from home, develop their independence and relationships in new and unfamiliar environments while experiencing different communities and cultures.
- Delivering a variety of enrichment opportunities such as lunch time and after-school club to promote opportunities for pupils to socialise with different groups whilst developing skills and interests.
- Providing a Futures and Destinations (Careers) programme that offers pupils meaningful experiences and opportunities for success, enjoyment and independence through a person-centered approach, ensuring pupils are well-prepared for adulthood and employment.
- Embedding the PSED and RSE principles and policy as part of our school culture as key threads that underpin learning to achieve the best outcomes for all pupils, e.g. skills for life and independence, supporting pupils to develop positive relationships with others, maintain a healthy lifestyle and keep themselves and others safe, including online.
- Providing a rich school community experience using the Social Moral Spiritual and Culture framework (SMSC) to support pupils' understanding of the world they live in and in preparation for adulthood in order they can be contributing citizens. We achieve this through: School Council for pupil voice, developing the arts, sport, environmental projects. At Oakley we pride ourselves for our mutual respect and tolerance of those with different faiths and beliefs and for those without faith e.g. LGBTQ celebrations.