

POLICY TITLE:	Personal and Social Education (PSE)
Policy Number:	ACS62A
Applies to:	Schools & Colleges: Wales
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Outcome:	This policy aims to ensure: All Children and Young people within Aspris schools and colleges are supported very effectively with acquiring the knowledge, understanding and skills they need to manage their lives, now and in the future.
Cross Reference:	<ul style="list-style-type: none"> ACS 17 Health and Wellbeing ACS 20 Relationship and Sexual Education ACS 26 Equality of Opportunity & English as an Additional Language ACS 26A Equality of Opportunity & English as an Additional Language - Wales ACS 32 Teaching and learning ACS 31 Curriculum ACS 31A Curriculum – Wales ACS 33 Special Educational Needs and Disability (SEND) ACS 33A Additional Learning Needs (ALN) ACS 34 Spiritual, Moral, Social and Cultural Development and Community Cohesion (SMSC) AOP06b Safeguarding Children in Education- Wales ACS 03A Anti-Bullying ACS 57 Careers Guidance ACS 38 E-Safety

EQUALITY AND DIVERSITY STATEMENT

Aspris is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

In order to ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, email

AsprisGovernanceHelpdesk@Aspris.com.

Personal and Social Education (PSE)

1 INTRODUCTION

- 1.1 In order to effectively implement this policy, each Aspris Children's Service facility will have local procedures in place where necessary, which explain how this policy is applied and put into practice at service level.
- 1.2 Template **ACS LP 62A** is provided for this purpose and includes a key content checklist.
- 1.3 This policy should be used in conjunction with the related policies listed on the preceding page where applicable so that we keep pupils safe through PSE and prepare them for life after school.

2 AIMS

- 2.1 Aspris Children's Services aims 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

3 SCOPE

- 3.1 Personal and Social Education (PSE) enables children and young people to develop a sense of self-worth and interact effectively with others. Learners are equipped to be more informed, confident and skilled in order to take an active and responsible part in society and enhance learning, motivation, and achievement.
- 3.2 The PSE curriculum should be designed to develop in every learner a sense of personal and cultural identity that is receptive and respectful towards others.
 - 3.2.1 Learners aged 7–14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.
 - 3.2.2 Learners aged 14–19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of the world as a whole.
- 3.3 The PSE curriculum should provide learning opportunities for pupils aged 7-19, based on content across five core themes:
 - Active citizenship
 - Health and emotional well-being
 - Moral and spiritual development
 - Preparing for lifelong learning
 - Sustainable development and global citizenship.
- 3.4 **At KS2, the PSE curriculum should cover the following:**
 - 3.4.1 **Active Citizenship**

Learners should be given opportunities to:

 - develop respect for themselves and others
 - value families and friends as a source of mutual support
 - value diversity and recognise the importance of equality of opportunity
 - participate in school life and to understand:

- their rights, e.g. the UN Convention on the Rights of the Child, and responsibilities
- the importance of democratic decision-making
- the benefits of families and friends and the issues that can arise
- situations which produce conflict and the nature of bullying
- aspects of the cultural heritage and diversity in Wales
- how injustice and inequality affect people's lives
- what is meant by disability
- the challenges learners might have in accessing learning opportunities in school

3.4.2 **Health and emotional well-being**

Learners should be given opportunities to:

- take increasing responsibility for keeping the mind and body safe and healthy
 - feel positive about themselves and be sensitive towards the feelings of others
- and to understand:
- the features and physical and emotional benefits of a healthy lifestyle, e.g. food and fitness
 - the harmful effects, both to themselves and others, of tobacco, alcohol and other legal and illegal substances
 - the reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth
 - the range of their own and others' feelings and emotions
 - the importance of personal safety
 - how to distinguish between appropriate and inappropriate touching
 - what to do or to whom to go when feeling unsafe.

3.4.3 **Moral and spiritual development**

Learners should be given opportunities to:

- explore their personal values
 - be honest and fair and have respect for rules, the law and authority
- and to understand:
- how cultural values and religious beliefs shape the way people live
 - that people differ in what they believe is right and wrong
 - that personal actions have consequences.

3.4.4 **Preparing for lifelong learning**

Learners should be given opportunities to:

- enjoy and value learning and achievements
- take increasing responsibility for their learning and to understand:
- the range of jobs carried out by people in their community
- that money is earned through work and can buy goods and services
- the importance of looking after their money and the benefits of regular saving.

3.4.5 **Sustainable development and global citizenship**

Learners should be given opportunities to:

- appreciate the natural world as a source of inspiration
- take an active interest in varied aspects of life in school and the wider environment
- develop a positive attitude on issues of poverty and fairness and to understand:
- how the environment can be affected by the decisions we make individually and collectively
- that local actions have global effects because of connections between places and people
- how poverty and inequality can cause problems.

3.5 **At KS3, the PSE curriculum should cover the following:**

3.5.1 **Active citizenship**

Learners should be given opportunities to:

- develop respect for themselves and others
- value and celebrate diversity and equality of opportunity locally, nationally and globally
- be moved by injustice, exploitation and denial of human rights
- participate in school and the wider community and to understand:
- their rights, e.g. *the UN Convention on the Rights of the Child*, and entitlements, e.g. *Extending Entitlement*
- their responsibilities as young citizens in Wales
- the principles of democracy in Wales, the UK and the EU
- how representatives, e.g. *School Councils, Youth Forums, Funky Dragon, Councillors, AMs, MPs, MEPs*, are elected and understand their roles

- how young people can have their views listened to and influence decision-making
- how to recognise and challenge effectively expressions of prejudice, racism and stereotyping
- the key aspects of the criminal justice system and how they relate to young people
- issues of access within the community and be able to distinguish between different levels of learning needs and disability
- topical local and global issues

3.5.2 **Health and emotional well-being**

Learners should be given opportunities to:

- display a responsible attitude towards keeping the mind and body safe and healthy
- develop positive attitudes towards themselves and others and to understand:
 - the relationship between diet, exercise, and good health and well-being
 - the effects of and risks from the use of a range of legal and illegal substances and the laws governing their use
 - how to use alcohol responsibly and the risks of binge drinking
 - the law relating to aspects of sexual behaviour
 - about contraception, sexually transmitted infections and HIV within the context of relationships
 - the features of safe and potentially abusive relationships
 - the role of marriage, the importance of stable family relationships and the responsibilities of parents
 - the range of emotions they experience and how to develop strategies for coping with negative feelings
 - the benefits of accessing different sources of information, support and advice

3.5.3 **Moral and spiritual development**

Learners should be given opportunities to:

- develop an insight into their values
- show sensitivity to the values of others and to understand:
 - what they believe to be right and wrong actions, and the moral dilemmas involved in life situations
 - their beliefs in the context of those in society.

3.5.4 **Preparing for lifelong learning**

Learners should be given opportunities to:

- value their achievements and be committed to lifelong learning
- take personal responsibility for actions and decisions related to learning and to understand:
 - their aptitudes and interests in order to make informed choices about learning and future studies
 - the economic and ethical consequences of personal financial decision-making as a consumer, e.g. Fairtrade
 - how to become competent at managing personal finances and recognise that saving provides financial independence.

3.5.5 **Sustainable development and global citizenship**

Learners should be given opportunities to:

- develop a sense of personal responsibility towards local and global issues, e.g. protecting biodiversity
- appreciate that people's actions and perspectives are influenced by their values and to understand:
 - the key issues of sustainable development and global citizenship, e.g. climate change, and the need to reflect on personal decisions about lifestyle choices
 - global issues which threaten the planet, e.g. inequalities of wealth and differences in health provision
 - how conflict can arise from different views about global issues and be aware of the role of pressure groups.

3.6 **At KS4, the PSE curriculum should cover the following:**

3.6.1 **Active citizenship**

Learners should be given opportunities to:

- develop respect for themselves and others
- value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights
- engage in practical involvement in the community and to understand:
 - the principles of the Universal Declaration of Human Rights
 - how political systems work locally, nationally and internationally, e.g. the European Union, the UN
 - the main features of the major political parties in Wales
- the opportunities for young people to participate in decision-making, both locally and nationally
- the importance of participating in democratic elections and the links between political decisions and their own lives
- the importance of access to unbiased information, including the internet, and be prepared to challenge views propagated by the media
- how to challenge assertively expressions of prejudice, racism and stereotyping
- local and global contemporary issues and events, e.g. homelessness and international migration.

3.6.2 **Health and emotional well-being**

Learners should be given opportunities to:

- accept personal responsibility for keeping the mind and body safe and healthy
- develop a responsible attitude towards personal relationships and to understand:
 - the short and longer term consequences when making decisions about personal health
 - the personal, social and legal consequences of the use of legal and illegal substances
 - the range of sexual attitudes, relationships and behaviours in society
- the importance of sexual health and the risks involved in sexual activity including potential sexual exploitation
- the features of effective parenthood and the effect of loss and change in relationships
- the factors that affect mental health and the ways in which emotional well-being can be fostered
- the statutory and voluntary organisations which support health and emotional well-being
- how to access professional health advice and personal support with confidence.

3.6.3 **Moral and spiritual development**

Learners should be given opportunities to:

- consider questions and issues involving the meaning and purpose of life and to understand:
 - how beliefs and values affect personal identity and lifestyle
 - the factors involved in making moral judgements
- the range of values and principles by which people live.

3.6.4 **Preparing for lifelong learning**

Learners should be given opportunities to:

- be ambitious, adaptable and embrace learning opportunities
- be well-organised and take responsibility for their actions and decisions related to learning and to understand:
 - the relevant opportunities available to them in education and training
 - their rights as consumers and their responsibilities in terms of managing a budget
- the importance of planning for their financial futures and how to access financial advice.

3.6.5 **Sustainable development and global citizenship**

Learners should be given opportunities to:

- recognise the rights of future generations to meet their basic needs
- take personal responsibility for changing their own lifestyle as a response to local and global Issues and to understand:
 - the interdependence of global economic systems and the effects of human development on natural systems

- the tensions between economic growth, sustainable development and basic human needs, e.g. the causes of inequality within and between societies.

3.7 **At Post 16, the PSE curriculum should cover the following:**

3.7.1 **Active citizenship**

Learners should be given opportunities to:

- demonstrate respect for self, others and for diversity
- be committed to active involvement in the community and to understand:
 - the electoral procedures, processes and powers of local, national, European and international political systems
 - the main policies of the major UK political parties
 - the role of Europe within the constitutional government of the UK
 - the opportunities to participate in the democratic process locally, nationally and internationally
- how individuals and voluntary groups can bring about change locally, nationally and internationally
- how public opinion, lobby groups, and the media can contribute to and have an influence on democratic decision-making
- local and global contemporary issues.

3.7.2 **Health and emotional well-being**

Learners should be given opportunities to:

- accept responsibility for all aspects of personal and social development and well-being
- act as positive role models for younger students and to understand:
 - how to critically evaluate personal lifestyle choices in the context of physical health and emotional well-being, considering the short and long term consequences of such decisions
 - the need to exercise responsibility for personal and group safety in social settings
 - the potential consequences of sexual activity for themselves and personal relationships
 - the life experiences which enhance or damage self-esteem and explore how best to cope with the demands of such situations
- the role of the state in promoting public health and emotional well-being.

3.7.3 **Moral and spiritual development**

Learners should be given opportunities to:

- develop a consistent set of personal values and have the confidence to apply these in Practice and to understand:
 - the concept of moral responsibility and the need for shared values
 - the moral and ethical problems faced by society and individuals and reflect upon how such issues may be resolved
 - the moral, social, ethical and environmental implications of scientific discoveries and technological development.

3.7.4 **Preparing for lifelong learning**

Learners should be given opportunities to:

- be positive and resourceful in their approach to learning
- develop the confidence and drive to set personal goals and put their ideas into action and to understand:
 - the relevant opportunities available to them in education, training and the world of work
 - their increasing independence in terms of managing personal finances and accessing credit.

3.7.5 **Sustainable development and global citizenship**

Learners should be given opportunities to:

- actively demonstrate personal responsibility as a global citizen
- appreciate why equity and justice are necessary in a sustainable community and to understand:
 - the challenges and impacts of globalisation and global interdependence for communities in different parts of the world

- the need for international cooperation and appreciate the role played by non-governmental organisations.

3.8 This policy applies to all schools and colleges in Wales and should reflect their aims and ethos.

3.9 This policy is aligned with the Independent School Standards for Wales 2.2 'The school effectively prepares pupils for the opportunities, responsibilities, and experiences of adult life'.

4 RESPONSIBILITIES

4.1 Curriculum leaders should ensure that planning across the PSE curriculum develops the knowledge and understanding, skills, values and attitudes that will enable learners to participate in the multi-ethnic society in Wales.

4.2 Teachers should ensure that plans and schemes of works relating to the PSE curriculum, take into account the ages of pupils and their learning abilities when addressing respect towards others and RSE, and deliver the curriculum appropriately.

4.3 Teachers should ensure that plans and schemes of works relating to the PSE curriculum, take into account the ages of pupils and their learning abilities when addressing protected characteristics and RSE, and deliver the curriculum appropriately.

4.4 Teachers should ensure that learners aged 11–19 are given opportunities to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life.

5 TRAINING

5.1 To ensure that all information used to develop pupils' knowledge on any aspect of PSE education is up to date, accurate, unbiased, and balanced, teachers delivering PSE and RSE should undertake regular training.

Associated Forms:

ACS LP 62A PSE

References:

Curriculum for Wales

Personal and social education framework for 7 to 19-year-olds in Wales

Curriculum and Assessment (Wales) Act 2021

The Independent School Standards (Wales) Regulations 2023

Education (Wales) Act 2014

Welsh Government (2014) Safeguarding Children in Education

Children and Families Act 2014

Social Services and Well-Being (Wales) Act 2014

Welsh Government (latest version) Keeping Learners Safe

The Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011