



**Sir John Lillie Primary School**

**Personal, Social and Emotional  
Development Policy**

## **INTRODUCTION**

This document outlines the Sir John Lillie Primary School ("SJL") Personal, Social and Emotional Development Policy (PSED). It details how PSED is promoted throughout SJL, in both the curriculum, ethos and aspects of school life. This policy is reviewed on an annual basis or as circumstances require.

The National Curriculum states, 'all school should make provision for personal, social, health and economic education (PSHE). Schools are free to include other subjects or topics of their choice in planning and designing their own programme of education'.

The personal development of pupils plays a significant part in their ability to learn and to achieve. Therefore, the inclusion of PSED education is fundamental to ensuring children reach their full potential.

The policy must:

- Define personal, social and emotional education;
- Share aims and objectives
- Describe how PSED is provided and who is responsible for providing it;
- Say how PSED is monitored and evaluated
- Support and training

## **What is PSED?**

PSED promotes lifelong learning about social, moral, physical and emotional development. It is about developing emotional literacy, a state of positive mental health and wellbeing, promoting resilience, social skills and self-esteem.

## **AIMS AND OBJECTIVES**

The school curriculum aims to promote pupils spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. PSED within our school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. Information will be delivered in an accepting and honest way, which enables young people to contribute as deemed age-appropriate.

- Develop confidence and responsibility and to make the most of their abilities
- Prepare to play an active role as citizens
- Develop good relationships and to report the differences between people
- Gain knowledge and understanding about becoming informed citizens
- Develop skills of enquiring and communication
- Develop skills of participation and responsible action

PSED will be taught under the following six half termly themes:

- My Community
- Our Positive Presence
- Having a Voice
- Enhancing our Environment
- Support for Ourselves & Others
- Working Together

## **CURRICULUM CONTENT**

### **Key Stage 1**

The focus will be on:

- Self esteem
- Identity
- Showing respect
- Relationships – family, friends; understanding others and respecting difference
- Feelings and emotional literacy
- Knowing places that are safe and where to go for help
- Making safe choices – saying no, when to keep a secret, when to tell
- Mental health and wellbeing

### **Key Stage 2**

The focus will be on:

- Life changes
- Self esteem
- Resisting unwanted peer pressure
- The influence of the media
- How to access help
- Feelings and emotional change and how to build resilience
- Bullying
- Relationships (family, friends, love, marriage)
- Understanding differences

The fundamental British values, sex and relationships and drugs and alcohol education are taught throughout the six themes. Please see the Whole School PSED Programme for detailed coverage of each year groups objectives.

## **ORGANISATION AND DELIVERY**

The PSED co-ordinators are responsible for co-ordinating the policy and curriculum content.

PSED is delivered through discrete 30 minute weekly sessions, as well as throughout all aspects of school life, ethos, cross curricular work including assemblies.

PSED is taught in all year groups during PSED sessions and through the science and PE curriculum. These sessions are mostly delivered by the class teacher. Additionally, external professionals may be invited in to deliver sessions and work where they have greater knowledge. The school nurse will be invited to support the delivery of the PSED curriculum. Other agencies/ visiting speakers may be invited to input into the programme.

## **MONITORING AND EVALUATION**

Both the policy, curriculum plan and classroom delivery will be monitored and evaluated as part of the regular cycle of self-review.

Procedures will include:

- Lesson observations by SLT
- Evaluation of both individual sessions and the whole programme focussing on learning outcomes and appropriate delivery
- Departmental evaluation of the programme linked to individual teacher feedback/pupil progress meeting feedback

## **SUPPORT AND TRAINING**

All staff will have the opportunity to attend in school, staff training sessions. It is essential that teachers delivering the programme are confident in their abilities, and where required will have the opportunity to attend extra CPD training courses.

Governors will also be offered an annual opportunity to be updated on any changes and developments.

## **LINKS TO OTHER POLICIES AND DOCUMENTATION**

See also:

- Child Protection Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Behaviour Policy
- Sex and Relationships Education
- Managing Medical Needs Policy

Please also see Sex and Relationships Education Policy and Drugs and Alcohol Education Policy.

For more information on equal opportunities, please refer to SJL's Equalities Statement.