



**GREENSIDE SCHOOL**

## **PERSONAL, SOCIAL DEVELOPMENT**

### **Introduction**

This policy reflects the values, ethos and philosophy of Greenside school in relation to the teaching of Personal, Social, and Health Education, and Citizenship. At Greenside we understand that Citizenship is a statutory subject that all students must study. However, we also realize the importance of PSHE which refers to personal wellbeing; economic wellbeing and financial capability, which is non statutory at Key Stages 3 and 4.

This policy provides guidance on content planning, teaching and assessment using the guidance given in the 'The National Curriculum' document 2007.

### **Rationale**

The teaching of Personal, Social Development offers every pupil an equal access and opportunities to move towards independence as far as his/her abilities allow. The teaching of this subject is considered to be fundamental to give the students the skills needed to lead integrated lives within the community.

### **Aims**

1. To provide pupils with the skills to become successful learners who enjoy learning, make progress and achieve.
2. To provide pupils with a range of experiences which will enable them to become confident individuals who are able to live safe, healthy and fulfilling lives within their capability.
3. To enable pupils to foster good social and moral attitudes through knowledge and understanding of society's rules.
4. To develop an awareness of what constitutes a healthy and safe lifestyle.
5. To enable pupils to take care of themselves as much as they can.
6. To be aware of the impact of their actions on other members of society and other people's actions on them.
7. To enable pupils to develop social interaction skills.

## Curriculum Content

At Greenside School a scheme of work for the teaching of Personal Social Development has been developed from the range and content provided in the QCA National Curriculum Document. The scheme of work provides the medium term planning for the content of a 3 year rolling programme for Key Stage 3, and a 2 year rolling programme for Key Stage 4.

At Key Stage 3 students follow the ASDAN 'New Horizons' programme on Challenges in Personal and Social Skills which is an accredited course. This supplements the existing schemes of work.

At Key Stage 4 students follow the ASDAN Transition Challenge programme which is an accredited course and also supplements the schemes of work for Key Stage 4.

## Equal opportunities

The scheme of work contains differentiated learning objectives. Teachers will provide any other adaptations specific teaching techniques and specialized resources required to overcome individual pupils' barriers to learning. The entitlement of all pupils to a full curriculum is acknowledged.

## Teaching and Organization

Individual class teachers are responsible for their class organization and teaching style in relation to Personal, Social Development, while at the same time ensuring that these complement and reflect the overall aims and philosophy of the school.

Personal, Social Development is a set subject on the timetable throughout the whole school and is also taught throughout the school day as it is seen as cross curricular in nature. Pupils have the opportunity to work as a class, as part of a group or as individuals, depending upon the nature of the task or activity.

## Assessment and Recording

All pupils will be assessed twice a year via PIVATS according to the National Curriculum and the 'P' level descriptors. Progress and achievement of all pupils should be recognized and will be reported on in the End of Year Reports.

PERSONAL SOCIAL DEVELOPMENT also covers the teaching of Sex Education and Drug Education for which there are separate policies.