



MANDEVILLE SCHOOL PERSONAL, SOCIAL, HEALTH AND ECONOMIC POLICY

Date of completion 6th Jan 2025

Date of adoption by Governors:

Date for further review:

Context

At Mandeville school PSHE is referred to as Personal Social and Emotional Development (PSED). Our PSED curriculum and approach reflects all aspects of PSHE. Our PSED curriculum supports all pupils develop as individuals in the wider society. Pupils learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others. We teach relationships education under the Children and social work Act 2017 in line with the terms set out in statutory guidance. We teach health and education under the same statutory guidance.

Aims

At Mandeville school each pupil is valued as an individual. Pupils are encouraged to achieve their own potential and to develop an intrinsic desire to learn and to participate fully in school life.

Our PSED curriculum aims to:

Support pupils to

- Develop each pupil's self esteem
- Develop Self-Confidence and self-awareness including:
 - Body awareness
 - Awareness of own gender/privacy
 - Develop an awareness of self
 - Undertake tasks of responsibility
- Develop positive relationships with adults and peers
- Develop personal skills
- Develop personal autonomy by having a degree of responsibility and control over their lives
- Recognise and respect difference between people
- Develop a healthy lifestyle
- Learn how to keep safe
- Manage feelings and behaviours
- Develop confidence in the wider Community and the School environment

Support staff to

- Develop awareness of the issues of mental health for pupils with learning difficulties



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- Provide opportunities for greater pupil voice
- Promote access to the whole curriculum for each pupil
- Encourage pupil involvement in school life
- Offer regular opportunities for making choices and decisions

Principles

PSED is central to all we do at Mandeville school. It is integral to the way we relate to our children and the way they relate to us and each other.

PSED will take place through the ethos, organisation and management of the school. We work using a cross curricular approach. We have discreet PSED lessons, such as, separate boys and girls' relationships and body awareness groups for years 5 and 6 pupils.

Practice

We use a baseline assessment tool developed using the EYFS areas of learning and a variety of schemes of work. We use the Mandeville assessment tracker, the Mandeville curriculum and EYFS areas of learning to teach and assess the pupils.

The Mandeville PSED curriculum includes three main strands:

1. Making Relationships – which includes interaction with adults and peers
2. Self Confidence and Self Awareness – which includes, body awareness, awareness of gender, managing feelings and behaviour
3. Life in the Community – which includes the school environment and the wider community

Every child has at least two PSED targets on their IEP. These are usually planned in consultation with Occupational Therapist, Physio Therapist and other relevant therapists. Target data is recorded on a bespoke SIMs assessment tool and the Mandeville curriculum tracker and reported to parents through the annual review. In close liaison with the assessment coordinator, data is collected and evaluated and we are able to track pupil progress over time.

We have several PSED resource boxes, which contain activity packs and objects linked to different areas of the curriculum. Teachers and teaching assistants also make individualised resources for their classes and individual pupils.

We invite a range of agencies and services such as the orchestra of enlightenment, the children's ballet and blink dance to help with the delivery of the curriculum. We work closely with the London Healthy Schools Improvement Team.

We use teaching approaches that suit the individual needs of children. We provide a range of opportunities to develop PSED for example, discussions



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(school council), drama, role play, multi-media, circle times, competitions and problem solving.

We aim for all pupils to have more experiences of the local and greater community

We provide immediate feedback in the form of celebration to recognise achievement. There are regular weekly celebration assemblies. We have reward charts and certificates to celebrate success. Every child has input in their annual review, either by attending, or representation being made on their behalf, if it is more appropriate. All pupils have their achievements recorded in learning journeys. All pupils have photos and/or videos taken to record achievements. These are then given to parents/carers at the annual review. Parents/carers have regular positive feedback using home-school diaries, class emails and phone conversations. These approaches have a positive impact on every child's self-awareness and self-esteem. It also supports children to recognise the strengths of their peers.

Parents

PSED provision complements the personal development of children provided at home. Working with parents is therefore a vital part of the whole school approach. At Mandeville we work in partnership with parents. Class staff and other relevant staff will regularly consult with parents on PSED in order to develop a better understanding between home and school and reinforce key points of learning.

Training and development.

The need for training and development for individual staff is identified through Continuing Professional Development (CPD) and the Performance Management cycle. Both these processes also support staff training and development.

Training is delivered through external courses, Curriculum Development meetings, staff INSET and feedback.

Peer observation and working alongside colleagues are also part of our CPD development. We have links with other special schools to share good practice in PSED.

Monitoring arrangements.

PSED is monitored by assessing individual pupils' progress in termly meetings between the teacher and member of the school leadership team..

Learning walks take place to assess teaching and learning and staff regularly share good practice in curriculum meetings.