KILLERMONT PRIMARY SCHOOL

PERSONAL & SOCIAL DEVELOPMENT POLICY

October 2008

<p align="center">**Policy Statement on Personal and Social Development**</p>

1: Introduction

This document details Killermont Primary School's policy on personal and social development and takes account of 5-14 guidelines and East Dunbartonshire Council's recommendations in this area.

2: Rationale and Aims

2.1: Evidence indicates that where personal and social development is effective, individuals will enjoy their learning and succeed in school. There are close links between progress in PSD, an ethos of achievement and standards of attainment. In addition, *Educating the Whole Child* (see below) states that personal and social development is a decisive factor in a school's success in promoting fairness, equality, citizenship and social inclusion.

 The content of this document is drawn primarily from the following publications:

- *Guidelines on Personal and Social Development*: Circular 3/93 (The Scottish Office, 2003);
- *The Heart of the Matter: A Paper for Discussion and Development* (SCCC, 1995, published by Learning and Teaching Scotland);
- *Educating the Whole Child: Personal and Social Development in Primary Schools and the Primary Stages of Special Schools* (Scottish Executive, 2000);
- *With All Due Respect: The role of schools in promoting respect and caring for self and others* (Scottish Executive 2001)

2.2: The development of this policy and related programmes should help to ensure that:

- All pupils, regardless of age, aptitude or physical or social circumstance benefit from the provision that is made to support their personal and social development.
- All pupils are supported in the development of the essential core-skills and capabilities which lie at the heart of personal and social development.
- At Killermont a planned and progressive approach to the delivery of personal and social development through a synthesis of whole-school, cross-curricular and special focus approaches is adopted.
- Parents, the local community and other agencies are involved appropriately in the delivery of personal and social development programmes.

3 Outcomes

3.1: Learning and teaching approaches

The Heart of the Matter states that:

"Every aspect of education is related to every learner's personal and social development. Without such relation, the subjects and courses are only aggregations of information, concepts and skills. Beyond the content lie the opportunities for learners and teachers to engage in dialogues and conversations that will go beyond but also make sense of the curriculum content." (p.12).

Within Killermont Primary School we follow the: *Guidelines on Personal and Social Development* which recommends three approaches to the delivery of personal and social development; namely:

1) **Whole school** – fosters personal and social development as part of the ethos of the school.
2) **Cross curricular** – recognises the contribution of learning in each area of the curriculum to developing pupils' personal and social skills.
3) **Special focus** – involves specific programmes focusing on the personal and social development outcomes, either occupying a regular slot in the school timetable or inserted at particular times for particular purposes.

Our learning and teaching approaches in personal and social development are flexible and responsive to the needs of pupils and take into account different learning styles and contexts. Account is taken of individual:

- religious and/or cultural beliefs;
- health and welfare needs;
- learning and support needs which will also involve consideration of a pupil's current understanding of themselves, their relationships with others and their sense of belonging in the school and wider community.

Pupils are provided with regular opportunities to reflect on their self-development and are actively involved in the evaluation of the school's personal and social development (PSD) approaches and activities.

3.2: Pupils with additional support needs

All pupils have the opportunity to participate in and benefit from the full range of experiences offered in the area of personal and social development.

For many pupils with additional support needs (which may also include individuals of high ability), the area of personal and social development is crucially important in its emphasis on helping to develop life skills. All pupils are given opportunities to realise their full potential, using the materials and resources at the school's disposal.

Depending on their specific needs, some pupils may experience difficulties in the area of personal and social development because of:

- factors relating to the range of life experiences which pupils bring to school;
- difficulties in learning through reading and writing;
- difficulties in understanding and explaining personal and social issues;
- slower progress in aspects of moral development (for example progressing beyond the egocentric stage);
- difficulties in communicating with and relating to others;
- having a poor or unrealistic self-image.

- Please refer to the Additional Support For Learning Policy.

3.3: Assessment

Central to education for personal and social development is the recognition of the validity of the individual's response. *Circular 3/93* states that when assessing pupils' personal and social development, progression should not be regarded as linear; personal rates of development are not and cannot be standardised. Teachers should ensure that assessment of personal and social development is concerned with knowledge and understanding and the ability pupils demonstrate in using the core-skills which are being learned and practised.

The Heart of the Matter suggests that approaches to learning and teaching should therefore include a view of assessment which encourages learners to recognise the processes of their own learning through:

- reviewing progress;
- setting their own targets;
- negotiating their own pathways; and
- recording their own achievement.

Encouraging pupils to have faith in their own judgment and to be responsible for their own learning enhances the genuine feeling of self-worth which comes from within.

- Please refer to the Assessment, Recording & Reporting Policy.

3.4: Recording and reporting

We report on the personal and social development of pupils through a variety of mechanisms; for example through:

- Parents' Meetings;
- Individualised Educational Programmes (IEPs) and Pupil Support Plans;
- Report cards and individual reports on subject areas.

When reporting to parents/carers we aim to provide clear and specific information in order to promote effective communication between school and home and provide feedback on progress.

- Please refer to Assessment, Recording & Reporting Policy

3.5: Managing key points of transition

- Please refer to Pre 5/Primary Liaison Policy and Primary/Secondary Liaison Policy

3.6: ICT

ICT plays a crucial role in the delivery of the curriculum. The 5-14 ICT strands that are particularly relevant to PSD, are:

- creating and presenting;
- collecting and analysing;

- searching and researching;
- communicating and collaborating.

- Please refer to Information, Communication and Technology Policy.

3.7: Staff development

In relation to personal and social development staff development needs will be identified through the Professional Review and Development Process which is integrated with the School Improvement Planning process.

4: Roles and responsibilities

4.1: Management

Educating the Whole Child stresses the key role of the head teacher in the delivery of personal and social development in schools. It states that head teachers should:

- ensure that clear programmes for personal and social development are based on a well-planned blend of whole school, special focus and cross-curricular approaches;
- have a clear and visible profile in leading whole school approaches;
- set high expectations for pupils' work and behaviour;
- be a positive role model to staff and pupils;
- work to build effective partnership with parents, other agencies and the local community;
- ensure that appropriate mechanisms are in place to meet the individual support needs of pupils.

4.2 Teachers
Every teacher has a central role to play in the personal and social development of pupils and all should be concerned with supporting its development across the whole school and the curriculum.

Teachers are required to carry out a range of duties a number of which relate directly to the care and welfare of individual pupils; for example:

- *'promoting and safeguarding the health, welfare and safety of pupils;*
- *working in partnership with parents, support staff and other professionals;*
- *contributing towards good order and the wider needs of the school'.*
(Source: *A teaching profession for the 21st century*, 2001)

We consider all staff (teaching and non-teaching) to have an important part to play in the development of our ethos and in promoting positive relationships between adults and pupils as well as working to a shared understanding of our Care and Welfare Policy.

4.3 Links with and support for parents/carers

4.3.1: Parents/carers are central to the personal and social development of their children. In the early years, we recognise the critical influence of the home on development and learning

and use that learning as a basis on which to build. As children progress from pre-school to primary and from there to the secondary phase, it is important to recognise that their personal and social development continues to be strongly influenced by the home.

4.3.2: We strongly support the involvement of parents/carers in their child's personal and social development by:

- ensuring that information about PSD is included in the school handbook and pupil reports;
- highlighting the achievements of their child through news/individual letters;
- inviting them to school assemblies where their child's achievements are celebrated;
- encouraging their participation in school workshops designed to address particular facets of PSD such as healthy eating, puberty talks;
- consulting them on sensitive issues such as drugs or sex education;
- involving them in personal and social development activities through homework and home-school diaries;
- involving them as helpers in the school so that pupils see partnership in action between parents and teachers.

4.4: Pupil participation and support

Killermont Primary use a variety of mechanisms for consulting with pupils and encouraging their active participation in decision making; these include:

- Class/school questionnaires;
- Circle time;
- Pupil Committees eg, Pupil Council, ECO, Health, Global Citizenship, Killermont Website;
- Killermont 3c's

5: Resources

The core school Personal and Development programme will be delivered through the use of Folens Citizenship& Personal, Social and Health Education scheme, TACADE and ACER materials, Prim-Ed Bullying, Bullyproofing our School, and supplemented by other materials.

6: Monitoring and evaluation arrangements

6.1: Self-evaluation of the quality of learning and teaching and support for pupils is the responsibility of all teaching staff and the senior management team. Quality indicators described in *'How Good is Our School 3'* will be used to evaluate the ongoing effectiveness of this policy within the school.

6.2: This policy was reviewed by staff during session 2008/09. It will be reviewed again during session 2011/12.