



Personal Social Education Policy

Addysg Personol a Chymdeithasol

School / Ysgol:	Rhyl High School
Responsible / Cyfrifol:	Headteacher / Governing Body
Last Reviewed :	23 January 2025
Review Date :	23 January 2026

"Being the best we can be"
"Be brave, risk being exceptional!"



This Policy is a:

Please indicate (✓)

Statutory policy :

This is a model policy that has been developed by Denbighshire Education and Children's Services with schools and partners which school governing bodies can choose to adopt, or they must produce their own in line with the relevant guidance.

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Statutory policy :

This is a model policy that has been created without any formal consultation which school governing bodies can choose to adopt, or they must produce their own in line with the relevant guidance.

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Non-statutory policy :

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This Policy relates to:

Please indicate (✓)

Rhyl High School (Secondary)	☐
All Schools (please name)	☐
Other (please name)	☐

Headteachers Signature:

Date: 23.1.25

Miss C. Ellis

Chair of Governors Signature:

Date: 23.1.25

Mr M. Harris

PERSONAL & SOCIAL EDUCATION POLICY

The Rhyl High School approach to PSE incorporates a range of experiences to promote the personal and social well-being of children and young people and enables them to develop a sense of self-worth and relate effectively to others. PSE should equip them to be more informed, confident and skilled in order to take an active and responsible part in society and it will enhance learning, motivation, performance and achievement

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1.1 Aims and Purpose of PSE

PSE prepares learners to be personally and socially effective by providing learning experiences in which they can develop and apply skills, explore personal attitudes and values, and acquire appropriate knowledge and understanding. PSE reflects the aims of the PSE Framework for 7 to 19 year olds in Wales (2008) and specifically Rhyl High School 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

2.1 Environment and Ethos of the School

In the school context, PSE comprises all that a school undertakes to promote the personal and social development of its students. This includes all the planned learning experiences and opportunities which take place not only in the classroom but also in other areas of school experience, which are features of the ethos and community life of the school.

The school's environment and ethos support the students' social and personal development in the following areas:

- ▶ planned PSE sessions with a clear purpose to each input
- ▶ planned teaching of relevant knowledge and understanding, skills, values and attitudes within National Curriculum subjects
- ▶ teaching and learning strategies which use interactive and experimental approaches that are relevant and suitable to the needs and aptitudes of students and which offer ample time for discussion and reflection
- ▶ encouragement of students to take responsibility for their own learning and the assessment of their development
- ▶ valuing students and promoting positive relationships and self-esteem
- ▶ good use of links with and involvement in the community
- ▶ pastoral care, guidance and monitoring of progress
- ▶ opportunities in school for students to participate in decision making
- ▶ extra-curricular experiences, such as school councils, clubs, etc
- ▶ positive behavioural approaches
- ▶ physical location of the school is conducive to health and well-being
- ▶ The discreet teaching of metacognition

3.1 The PSE Curriculum in School

The five themes identified in the PSE framework are:

- Physical health and wellbeing
- Mental and social health and wellbeing
- Preparing for lifelong learning and education
- Careers and financial literacy
- Relationships and sex education
- Active citizenship and economic literacy

It is important to recognise that these themes are not discrete areas of development but are inextricably linked.

The key stage learning outcomes for each theme are presented under the heading "Range". The "Range" section details the attitudes and values, and knowledge and understanding that should be used as learning contexts to develop PSE-related skills.

4.1 Organisation and Delivery of PSE

PSE is delivered in a number of ways across Key Stage 3. These include:

4.1.1 National Curriculum Subjects

Each subject area has completed an audit for PSE, highlighting where the themes and learning outcomes ('Range') within the PSE framework are addressed.

4.1.2 PSE Lessons which are called Physical Health and Wellbeing lessons

These sessions in Years 7 to 9 form part of the curriculum. Students have one PSE lesson per fortnight and they are delivered for the most part by the PSE team, comprising of different members of the department but focused within PE lessons.