

# **SPECIALIST EDUCATION SERVICES**

## **Personal, Emotional and Social Development Policy and Practice**

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## CONTENTS

1	RATIONALE	2
2	VISION STATEMENT	2
3	AIMS AND OBJECTIVES OF SES	2
4	CURRICULUM INTENT	3
5	THEORY AND RESEARCH UNDERPINNING PESD FRAMEWORK	4
5.1	KEY CONTRIBUTING LEARNING MODELS, THEORY AND RESEARCH	4
5.1.1	Gardner's Theory Multiple Intelligences	4
5.1.2	Positive Psychology	5
5.1.3	Four Stages of Competence Learning Model	6
5.1.4	Blooms Taxonomy	8
6	THE SES PESD FRAMEWORK	10
6.1	PERSONAL IMPROVEMENT	12
6.2	EMOTIONAL AWARENESS	12
6.3	SOCIAL SKILLS	13
6.4	PROGRESSION AND ASSESSMENT IN PESD	13
7	APPENDICES	14
	PESD Framework Grids	15

## 1 **RATIONALE**

This document outlines how SES beliefs and values, alongside underpinning theoretical background and research, shape our provision for Personal, Emotional and Social Development. It should be read in conjunction with the Curriculum Intent Statement, which outlines specific issues underpinning our Curriculum approach at SES, as well as the SES Way: An Exploration of our Therapeutic Model Policy and Practice document.

Personal, Emotional and Social Development is recognised as one of the essential building blocks for success in life. Early years learning experiences provide a fundamental focus on PSED, supporting children's development by helping them to interact effectively and develop positive attitudes to themselves and others. However, this does not happen in isolation and relies on influential adults such as parents and carers providing them with positive feedback and modelling appropriate behaviour.

SES children and young people often come from backgrounds of deprivation and have experienced significant adversity and trauma throughout their life. As a result of their fragmented education and care, our children are likely to have missed positive early childhood learning experiences and may not have attained age related developmental milestones. As a result of this, SES believe that PSED is a core aspect of all children's curriculum and personalised learning.

## 2 **VISION STATEMENT**

Our vision statement expresses our values:

- ✓ *we believe in a 'no limits' approach to helping children*
- ✓ *we believe in children's abilities and potential*
- ✓ *we believe in unconditional positive regard*
- ✓ *we believe our children deserve fun and happiness in childhood*
- ✓ *we believe in a 'can do' philosophy*
- ✓ *we believe in success and learning from mistakes*
- ✓ *we believe intelligence is multifaceted*
- ✓ *we believe learning is a lifelong process*
- ✓ *we believe creativity and imagination are the keys to developing passions and talents, and preparing for life in a rapidly changing world*
- ✓ *we believe assessment of progress is based on improvements on 'previous best'*
- ✓ *we are future orientated*

## 3 **AIMS AND OBJECTIVES OF SES**

The purpose of SES is to provide a holistic therapeutic facility that offers a safe, nurturing, caring, positive and protective homely environment that promotes personal growth, development and learning.

- To create and maintain appropriate caring boundaries for each young person that helps them make the transition from dependence to autonomy
- To develop a Portfolio of Achievements and Needs (PAN) which looks to preferred futures, enhances self esteem, develops strengths to maximise their personal potential, produces opportunities to succeed and moves the young person to an appropriate level of self-determination.
- To provide the platform for future permanence for each young person. This may be in the form of a return to their own home and family, permanent alternative placement in foster care, adoption, long term residential care elsewhere or independent living.
- To achieve the highest possible standard of educational achievement measured by:
  - ✓ A movement from disaffection to engagement in the learning process
  - ✓ Improvements in behaviour conducive to learning
  - ✓ A growing enthusiasm for learning
  - ✓ Specific and generalised achievements
  - ✓ Tangible accredited outcomes
  - ✓ Emerging gifts, talents and passions
  - ✓ National accreditation
- To make the curriculum fit the student not the student fit the curriculum.

#### **4 CURRICULUM INTENT**

Our curriculum aspires to broaden students' horizons, stimulate their interest and discover a love of learning. Irrespective of their personal challenges and starting points, we believe all students have the potential to learn, be happy and become successful within society. Our intention is to foster a sense of optimism that prepares them for their journey through life.

Specifically, our curriculum aims for all students to:

- Experience learning opportunities that provide a rich childhood, building their aspirations, hopes, gifts, happiness and sense of fun.
- Have the necessary personal, emotional and social developmental skills for a successful life.
- Be a functional reader and writer, alongside an increasingly broad and rich vocabulary to describe the world.
- Possess functional maths and computing skills.
- To be physically fit and healthy.
- Achieve positive mental health and well being.
- Be prepared for purposeful and fulfilling working lives.
- To be equipped with practical life skills in the areas of finance, home management, self care, travel, and social skills and relationships.
- To develop experience and knowledge of enterprise, recognising the opportunities it affords.

- Be ready to access further education, training or employment.
- Understand how to develop friendships and sustain healthy relationships, transferring these skills into adulthood.
- Develop a sense of resilience and determination, allowing them to overcome personal barriers.
- Understand appropriate risk taking, make safe choices and foster a willingness to try new challenges.
- Possess respect for self and others identity, views and beliefs.
- Know who they are and can be, discovering their personal potential and how they can contribute to society.
- Experience the outdoors as well as creative and expressive arts to unlock a sense of exploration.
- Try new things, visit different places and meet different people.

***PESD is at the heart of the curriculum intent for all young people, ensuring that they are equipped with the knowledge and skills required to become successful adults.***

## **5 THEORY AND RESEARCH UNDERPINNING PESD FRAMEWORK**

The PESD Framework has been created drawing upon the ‘SES way’, positive psychology and key theories of learning, to ensure we focus on achieving the qualities that allow our children and young people to successfully develop their readiness for living independently as adults in society.

In order to develop a robust and meaningful bespoke PESD Framework, SES adopted an action research process, led by the Head of Education. Support and guidance were provided throughout by Dr. Helena Bunn, Senior Educational Psychologist. Across a sustained period of consultation and involvement, the whole team contributed their beliefs about the essential personal, emotional and social qualities they aspired to for the young people in our care. This was based on their professional knowledge and experience with SES children, and within the context of the values of SES, creating a hierarchy of skills / outcomes. A sequence of training sessions enabled their views to be developed alongside core SES policy and practice, as well as linking them to learning theories and research.

Following each cycle of staff consultation, these collaborative views were analysed by the Head of Education and Dr. Bunn, and ideas considered and explored in line with established research, the significant underpinning theories being included in the following section. Additionally, previous educational frameworks were used as key reference points, including Every Child Matters, Personal Learning and Thinking Skills, and Social and Emotional Aspects of Learning.

This process enabled the community to focus on the context of SES, producing a coherent framework that is underpinned by quality outcomes and robust theoretical knowledge.

### **5.1 KEY CONTRIBUTING LEARNING MODELS, THEORY AND RESEARCH**

#### **5.1.1 Gardner’s Theory Multiple Intelligences**

This theory suggests that traditional psychometric views of intelligence are too limited. Gardner first outlined his theory in his 1983 book "Frames of Mind: The Theory of Multiple Intelligences," where he suggested that all people have different kinds of "intelligences." Gardner proposed that there are eight intelligences.

In order to capture the full range of abilities and talents that people possess, Gardner theorizes that people do not have just an intellectual capacity, but have many kinds of intelligence: Visual- Spatial, Linguistic-Verbal, Interpersonal, Intrapersonal, Logical-Mathematical, Musical, Bodily-Kinaesthetic, Naturalistic.

While a person might be particularly strong in a specific area, such as musical intelligence, he or she most likely possesses a range of abilities. For example, an individual might be strong in verbal, musical, and naturalistic intelligence.

***The SES vision, 'Learning Without Limits', embraces the notion that our children may possess gifts, talents and abilities that are not purely measured against traditional academic or intelligence terms.***

#### 5.1.2 Positive Psychology

Positive psychology is a relatively new field although its roots are far back in time. The Greek philosopher Aristotle (384–322 BCE) was preoccupied with 'what it means to live a good life;' later, psychologists such as Abraham Maslow (1954) have been interested with what helps human growth and he even used the term 'positive psychology.' More recently, Rogers initiated the 'humanistic' move in psychology, which is primarily interested in the 'growth' of a human being, from a different, strength based and optimistic perspective.

Martin Seligman and Mihaly Csikszentmihalyi founded the official positive psychology movement in 1997. Seligman believed that psychology was good, but not good enough, because it had neglected the study and application of the things that make life worth living. Seligman stated that the time had come for a positive psychology that would redress this imbalance and focus research on what was right with people, including happiness, well-being and human strengths. He argued that alongside the work of studying mental illness, psychologists should also study human wellbeing, character strengths and human potential and look at talented and flourishing individuals as well as those who are struggling.

Seligman published his ideas together with Csikszentmihalyi in the article 'Positive psychology: An Introduction'. The authors define the positive psychology as the 'study of the conditions and processes that contribute to the flourishing or optimal functioning of people, groups, and institutions' (Seligman and Csikszentmihalyi, 2000). Whilst positive psychology established clearly that it aims to catalyse change from a medical model of deficit or disease to building positive qualities, it does not intend to replace this medical model but rather focuses on a previously neglected component in psychology.

A recurring theme of this new and growing science is that using our strengths taps into the core of who we are as human beings, and how we can make our greatest contribution. Jenny Fox Eades (2008), Programme Director for Schools

and Young People at the not-for-profit Centre for Applied Positive Psychology, explains that positive psychology studies areas like contentment, hope, optimism, pleasure and engagement. It focuses on positive traits such as love, courage and creativity and virtues like citizenship, tolerance and responsibility.

***Positive Psychology has been essential to the creation of our personalised care and education response from the outset of SES. The focus on building positive qualities links to the core Portfolio of Achievements and Needs Process.***

### 5.1.3 Four Stages of Competence Learning Model

Initially, this model was known as the “four stages for learning any new skill”, and was introduced by Noel Burch, an employee of Gordon Training International. First drafted in the 1970s, this “conscious competence” learning model is described as the psychological states that are involved in transforming skill incompetence to competence or outright mastery.

The Four Stages of Competence Learning Model (Broadwell, M.M, Burch, N) suggests that individuals are initially unaware of how little they know, or are unconscious of their incompetence. As they recognise their incompetence, they consciously try to develop and acquire a skill, then consciously use it. Eventually, the skill can be utilised without it being consciously thought through; the individual is said to have then acquired unconscious competence, in other words, skill mastery.

The journey from not knowing to fluid competence is detailed in the following steps:

#### **Stage 1: Unconsciously Incompetent** ***“I don’t know what I don’t know.”***

The learner does not understand or know how to do something and does not necessarily recognise the deficit. They may deny the usefulness of the skill. The learner should recognise their own incompetence, and the value of the new skill, before moving on to the next stage. The length of time an individual spends in this stage depends on the strength of the stimulus to learn. *The stage of unconscious incompetence can linger for years.* The burden of informing the young person about their wrongdoings lies on the teacher – or an expert in the said skill.

An example of unconscious incompetence is this: you are in your yoga class and the instructor asks you to execute the “Lord of the Dance” pose. You try to do it, and you look like a sick praying mantis, but you continue with it anyway because you do not know that you are doing it all wrong. The instructor then tells you that you are executing the pose incorrectly. The acknowledgement of this mistake then paves the way for the second stage of competence, which is...

#### **Stage 2: Consciously Incompetent** ***“I know what I don’t know.”***

Though the learner does not understand or know how to do something, they develop consciousness and recognise the difficulty for themselves and/or others, as well as the value of a new skill in addressing the difficulty. The making of mistakes can be integral to the learning process at this stage. In this stage, they plant themselves with hopes and aspirations.

Stage two can be the most uncomfortable phase, because the young person recognises the fact that they are a failure in a certain activity. While this can be embarrassing, the acknowledgement of their incompetence prods them to move and train, so they can become competent in it, eventually. Again, young people might linger in stage two for a prolonged period of time. The duration of their stay in the conscious incompetence stage depends on their learning determination, as well as the acceptance and acknowledgment of their incompetence.

The most important hallmark of this stage is the young person's ability to perceive and recognise the keys to competency, ones that are exhibited by other more capable individuals.

Continuing with the yoga example of stage one, you know you have reached the stage of unconscious incompetence when you see yourself in the mirror and realise that you have been doing the pose wrong. Because you are conscious of your wrongdoings, you try to undertake measures that can help you improve your pose.

**Stage 3:      Consciously Competent**  
***“I grow and know and it starts to show.”***

The learner understands or knows how to do something. However, demonstrating the skill or knowledge requires concentration. It may be broken down into steps, and there is heavy conscious involvement in executing the new skill.

Slowly taking over the role of the facilitator, a young person lodged in the third stage begins the adventure towards utmost competency. A consciously competent individual dedicates themselves in the improvement of the craft by undertaking repeated practice, participation and formal training of the said skill. The development of competence is faster than the development of consciousness, as an individual “grows and knows and it starts to show.”

Proceeding with the example, you know you arrive at stage three or conscious competence when you engage in activities that will help you perfect the pose. This can include practicing at home, watching video streams of yoga, or spending more time at yoga class

**Stage 4:      Unconsciously Competent (or Mastery)**  
***“I simply go because of what I know.”***

The learner has had so much practice with a skill that it has become "second nature" and can be performed easily. As a result, the skill can be performed while executing another task. The learner may be able to teach it to other peers or adults, depending upon how and when it was learned.



Unlike the first two stages, the journey to unconscious competence does not take a lot of time, as it happens quickly with constant practice. However, young people can go in and out of unconscious competence, depending on their mastery of skills.

As an unconsciously competent person, young people are summoned because of what they know. They deem it to 'feel right,' that is why they go ahead with the activity. They prove to be good at it, without exerting too much effort.

Unconscious competence or mastery means that you have finally reached the pinnacle of the skill. In our yoga example, thanks to the dedication in learning and perfecting the yoga pose, you can finally do it without much thinking or contemplation. You can accomplish the "Lord of the Dance Pose" perfectly in as simple as 1-2-3. And because you do not have to dwell too much when performing this pose, you just continue with the skill because it feels good and right.

***The PESD Framework outcomes for Personal, Emotional and Social development identified through our action research, the SES way, Positive Psychology and other theories of learning can be mapped against the Four Stages of Competence Learning Model, enabling young people to move through the 'four stages of learning' and achieve competency, via combining relevant intuition and analysis of skill targeted.***

#### 5.1.4 Blooms Taxonomy

Bloom's Taxonomy is a hierarchical ordering of cognitive skills, created by Benjamin Bloom in 1956. It helps teachers teach and young people learn by ordering the sequence of cognitive skills as: Knowledge-Comprehension-Application-Analysis-Synthesis-Evaluation (see next page for the taxonomy).

***The 'Activation Verbs' (key words) are carefully linked to the progression of outcomes within the PESD Framework.***

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation											
To <b>recall</b> / <b>reproduce</b> facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.	To show understanding / <b>finding in</b> / <b>Summarise</b> from the text. Demonstrating basic understanding of facts and ideas.	To use in a <b>new situation</b> . Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.	To <b>examine</b> or <b>break</b> . Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.	To <b>change</b> or <b>create</b> into something new. Combining information to gather in a different way by combining elements in a new pattern or proposing alternative solutions.	To <b>judge</b> . Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.											
<b>Key words:</b>	<b>Key words:</b>	<b>Key words:</b>	<b>Key words:</b>	<b>Key words:</b>	<b>Key words:</b>											
Choose Copy Define Duplicate Find Give Identify Label List Listen Locate Match Memorise Name	Observe Omit Quote Read Recall Recite Recognise Repeat Remember Repeat Reproduce Select	Show Spell State Tell Trace What When Where Which Why Write	Ask Classify Compare Contrast Demonstrate Describe Estimate Explain Express	Extend Generalise Give reason Identify Illustrate Indicate Interpret Match Observe Outline Predict Purpose Relate Report Restate Review Show Summarise Translate	Art Administer Apply Associate Build Calculate Categorise Choose Classify Connect Construct Consult Demonstrate Develop Dramatise	Employ Experiment Equip Group Identify Illustrate Interpret Interview Link Make use of Manipulate Model Organise Perform Plan	Practice Relate Represent Select Show Simulate Solve Summarise Teach Transfer Translate Use	Analyse Appraise Arrange Assumption Breakdown Categorise Cause and effect Choose Classify Differences Discover Discriminate Divide Distinguish Divide Establish	Examine Feel Focus Function Group Highlight In-depth Inference Inspect Investigate Isolate List Motive Omit Order Organise Point out	Priorities Question Rank Reason Relationships Steps Reorganise Research See Select Separate Similar to Simplify Survey Take part in Theme Comparing	Adapt Add to Build Change Choose Combine Compile Compare Conclude Create Delete Design Develop Devise Discover Discuss Evaluate	Estimate Experiment Extend Formulate Happen Hypothesis Imagine Improve Improve Integrate Invent Make up Maximise Minimise Model Modify Original Original	Plan Predict Produce Propose Reframe Review Rewrite Simplify Solve Specialise Substitute Suggest Tabulate Test Theorise Think Transform Visualise	Agree Appraise Assess Award Bad Choose Compare Conclude Consider Convince Create Critique Debate Defend Determine	Disprove Dispute Effective Estimate Evaluate Explain Give reasons Good Grade How do we Know? Influence Interpret Judge Justify Mark	Measure Opinion Perceive Perceive Priorities Prove Rate Recommend Rule on Select Support Test Value Validate Value Why

Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:
Defining Finding Identifying Listing Locating Naming Recognising Retrieving	Definition Fact Label List Quote Reproduction Text Worksheet	Classifying Comparing Examplifying Explaining Inferring Interpreting Paraphrasing Summarising	Collection Examples Explanation Label List Outline Quote Show and tell Summary	Carrying out Executing Implementing Using	Demonstration Diary Illustrations Interview Journal Performance Presentation Sculpture Simulation	Attributing Deconstructing Integrating Organising Outlining Structuring	Abstract Chart Checked Database Graph Models Report Spread sheet Survey	Constructing Designing Devising Inventing Making Planning Producing	Advertisement File Media product New game Pairing Plan Project Song Story	Attributing Checking Deconstructing Integrating Organising Outlining Structuring	Abstract Chart Character Database Graph Models Report Spread sheet Survey

Questions:	Questions:	Questions:	Questions:	Questions:	Questions:
Can you list three ...? Can you recall ...? Can you identify ...? How did ... happen? How is ...? How would you describe ...? How would you explain ...? How would you show ...? What is ...? When did ...? When did ... happen? Where is ...? Which one ...? Who was ...? Who were the main ...? Why did ...?	Can you explain what is happening ... what is meant ...? How would you classify the type of ...? How would you compare .../contrast ...? How would you rephrase the meaning ...? How would you summarise ...? What can you say about ...? What facts or ideas show ...? What is the main idea of ...? Which is the best answer ...? Which statements support ...? Will you state or interpret in your own words ...?	How would you use ...? What examples can you find to ...? How would you select ... using what you have learned ...? How would you organise ... to show ...? How would you show your understanding of ...? What approach would you use to ...? How would you apply what you learned to develop ...? What other way would you plan to ...? What would result if ...? Can you make use of the facts to ...? What elements would you choose to change ...? What facts would you select to show ...? What questions would you ask in an interview with ...?	What are the parts or features of ...? How is ... related to ...? Why do you think ...? What is the theme ...? What motive is there ...? Can you fit the parts ...? What inferences can you make ...? What conclusions can you draw ...? How would you classify ...? How would you categorise ...? Can you identify the difference parts ...? What evidence can you find ...? What is the relationship between ...? Can you make a distinction between ...? What is the function of ...? What ideas justify ...?	What changes would you make to solve ...? How would you improve ...? What would happen if ...? Can you elaborate on the reason ...? Can you propose an alternative ...? Can you invent ...? How would you adapt ... to create a different ...? How could you change (modify) the plan (plan) ...? What could be done to minimise (maximise) ...? What would you design ...? Suppose you could ... what would you do ...? How would you test ...? Can you formulate a theory for ...? Can you predict the outcome if ...? How would you estimate the results for ...? What facts can you compare ...? Can you construct a model that would change ...? Can you think of an original way for the ...?	Do you agree with the actions/outcomes ...? What is your opinion of ...? How would you prove/improve ...? Can you assess the value/importance of ...? Would it be better if ...? Why did they (the character) choose ...? What would you recommend ...? How would you rate the ...? What would you cite to defend the actions ...? How would you evaluate ...? How could you determine ...? What choice would you have made ...? What would you select ...? How would you prioritise ...? What judgement would you make about ...? Based on what you know, how would you explain ...? What information would you use to support the view ...? How would you justify ...? What data was used to make the conclusion ...?

**Bloom's Taxonomy: Teacher Planning Kit**

## 6 THE SES PESD FRAMEWORK

The SES PESD Framework has three core areas:

- **Personal** Improvement (P)
- **Emotional** Awareness (E)
- **Social** Skills (S)

Each area has three strands that are further broken down into three additional foci, as shown in the following three tables:

AREA	PERSONAL								
STRAND	Organisation			Creativity			Resilience		
FOCI	Plan/Prepare	Be Punctual	Engage	Mediums of Expression	Be Creative	Explore Awareness	Supportive Environments	Success and Struggle	Accomplishment
	→			→			→		

AREA	EMOTIONAL								
STRAND	Empathy			Reflection			Awareness		
FOCI	Emotional Vocabulary	Positive Emotions	Impact on Others	Positive Visualisation	Daily	Appreciation	Happy Habits	Mindful Habits	Protection from Unhelpful Habits
	→			→			→		

AREA	SOCIAL								
STRAND	Kindness and Wellbeing			Relationships			Independent Social Behaviour		
FOCI	Kind Environment	Be Kind	Reflection on Positive Emotions	Respectful Relationships	Deal with Corrosive Connection	Resolve Conflict	Social Confidence Within from SES	Social Confidence Away from SES	Safe Independent Behaviours

Each of the foci have a sequence of eight learning outcomes, that progress through the four stages of competence learning model. These are labelled as:

1. Adult Lead (Unconscious Incompetence)
2. Adult Support (Conscious Incompetence)
3. Adult Guidance (Conscious Competence)
4. Independent (Unconscious Competence)

The PESD Framework therefore allows the young person to demonstrate their progression through the four stages of learning, whilst they move across the strand from the simple to more complex outcomes. An example of this pictorially is:

Four Stages of Learning	Plan/Prepare	Be Punctual	Engage
Independent			
Adult Guidance			
Adult Support			
Adult Lead			

Increasing level of complexity of outcomes

## 6.1 PERSONAL IMPROVEMENT

The area of Personal improvement focuses on the young person's ability to:

- organise themselves in a socially accepted manner;
- understand their strengths, identify practical difficulties and be creative in solving them, and
- ultimately, bounce back in face of life's adversities, learn from experiences and grow as a person.

### Organisation

This is a young person's capacity to organise and prepare resources to support learning in a socially accepted manner, demonstrating a positive and thoughtful response to known routines.

### Creativity

This represents a young person's capacity to demonstrate a freedom to imaginatively explore personal ideas.

### Resilience

This focus sets out the underpinning principles of a will to apply oneself to a given task. Our young people are quick to avoid failure and will often avoid basic tasks to protect themselves from this. Therefore resilience is their ability to bounce back in face of life adversities and grow as a person.

## 6.2 EMOTIONAL AWARENESS

The area of Emotional Awareness focuses on the young person's ability to:

- empathise with others and recognise their impact on society with an increasingly secure recognition of emotions;
- be able to reflect on emotional experiences and show appreciation for others, and
- show an awareness of the link between emotions and situations in which they occur, developing happy and positive habits.

### Empathy

This is defined as a young person's ability to understand the viewpoint of others. Many of the SES structures of reflection demand a level of emotional awareness that young people struggle to engage with, e.g. restorative process or reflection on a Restrictive Physical Intervention. In order to develop the community, a greater understanding of one another would significantly support this.

### Reflection

A young person's ability to look at themselves and improve in the future is a skill that would support their overall development. The nature of life at SES is that it is extremely busy and fast paced and as a result young people do not always reflect in depth at the most opportune moment. Reflection is often insisted upon from a negative perspective or as a result of a negative situation. It is important to learn to develop a young person's ability to take stock of their place and make the most of the many positive experiences they encounter.

### Awareness

Many young people are unaware of the manner in which their emotions dictate behaviour, and vice versa. In many instances, adults see behaviour and emotional state separately. It is therefore important to teach our young people to be aware of their emotional state and that of others. Understanding the steps required to help young people to develop an emotional vocabulary and awareness of emotional states is essential.

## 6.3 SOCIAL SKILLS

The area of social skills focuses on supporting young people to develop their awareness of how they and others are motivated, knowing how to connect and fit in with one another, and behave in a variety of different situations.

### Kindness and Wellbeing

Young people are often asked to be kind but are, in some cases, unaware what this means due to negative past experiences. This focus therefore is interested in the manner in which a young person experiences kindness and is able to personally apply this.

### Relationships

This focus represents the steps a young person would need to take to develop strong and lasting relationships, resolve difference and overcome/process negative experiences. It includes multi-faceted areas looking at functional relationships, including Parent/Carer/Sibling/Friend. For long term success, it is extremely important for our young people to develop friendships away from SES.

### Independent Social Behaviour

This represents a young person's movement away from the support structures and safety offered by the SES context. We are conscious as a staff team that the intense support offered in all areas of the young person's life can create a dependence on this and not always prepare a young person for life beyond SES. A further theme is an ability to access experiences away from SES.

## 6.4 PROGRESSION AND ASSESSMENT IN PESD

The PESD Framework provides a clearly defined progression across each strand (personal, emotional or social). As demonstrated in the earlier diagrams, the outcomes for each foci work sequentially through the stage of learning, whilst the strand allows for the mastery of increasingly complex outcomes.

Each strand is independent of the others within the three separate areas of personal, emotional and social development. Therefore, young people can make progress in each of the areas at different rates.

As in other curriculum areas, planning will encompass the introduction, development and consolidation of the key concepts and processes.

Effective planning for PSED must ensure that relevant outcomes are embedded into; individual learning episodes, sequences of work, teaching approaches and learning outcomes. To ensure consistency within the whole team's approach, PESD outcomes will be discussed and agreed within Learning Meetings by the

Personal Tutor and Learning Mentor. Additional outcomes for PESD related to specific development and learning needs will be established through the PAN process.

At SES, mastery of PESD skills is integral to all aspects of Learning Opportunities through a holistic and cross-curricular approach. We seek to ensure pupils demonstrate that they can develop and then apply their PSED skills in an extensive range of subject based and real life contexts. We promote the consolidation of core PESD outcomes by structuring learning opportunities to promote development in this area. Progress in PESD is reflected in personalised PESD files, Learning Centre Education Plans and Development and Learning Planning documents.

Decisions about where young people are taught on the PESD framework relates to their starting points, maturity and capability. Due to the nature of their specific needs and often difficult backgrounds, many students will experience periods when their progress will stall or even regress. This has to be a factor when designing a curriculum which will identify and reinforce the essential knowledge and skills which pupils need if they are to successfully access learning and become successful citizens.

At SES, across both SES establishments, we are continually evolving a 'fit for purpose' assessment framework to support staff in planning for progress, and to ensure an effective, consistent and quantifiable measure of student progress.

The PESD Framework is currently available on Classroom Monitor, allowing all opportunities and evidence to be captured to demonstrate a young person's progress. Recognising when a young person has demonstrated the required evidence to be secure in an outcome currently is the professional judgement of the key adults for the young person. This is under constant review and future updates of this document will reflect changes in methodology as they are improved and enhanced based on emerging practice.

## **7 APPENDICES**

PESD Framework Grids

## PERSONAL AREA

PERSONAL									
Stage of Learning	Organisation			Creativity			Resilience		
	Plan/ Prepare	Be Punctual	Engage	Mediums of Expression	Be Creative	Explore Alternatives	Supportive Environments	Success & Struggle	Accomplishment
<b>Independent</b> (Unconscious Competence)	I can prepare myself for activities.  I can organise the resources I need.	I can manage factors that affect my punctuality.  I can attend activities punctually.	I can complete activities without guidance.  I can select a strategy to support my engagement.	I can choose activities to develop my strengths and explore my struggles.  I can adapt to different learning styles.	I can adapt my actions to be more successful.  I can find answers to questions.	I can select appropriate strategies in context.  I can evaluate the strategies that I select.	I can construct my environment to feel comfortable.  I can request to engage in challenging situations.	I set myself challenging goals  I can select appropriate strategies to overcome struggles.	I can explain why I have been successful and suggest further improvements.  I can adapt my actions in order to overcome struggles.
<b>Adult Guidance</b> (Conscious Competence)	I can suggest steps needed to prepare.  I can organise the resources I need when made available.	I can recognise factors that have affected my punctuality.  I can attend my activity on time when reminded.	I can complete my activity with reminders.  I can apply strategies to support my engagement when reminded.	I can function in activities where I have strengths and difficulties.  I can learn in different ways.	I can discuss and connect my actions with my success or struggle.  I can suggest how to find answers to questions.	I can suggest strategies for next time.  I can complete new activities/ strategies when reminded.	I can choose an environment where I feel comfortable.  I can engage in challenging situations.	I can take risks in my learning.  I can follow strategies to overcome struggles when reminded.	I can describe why I have been successful.  I can recall what I need to do to meet my goals when reminded.
<b>Adult Support</b> (Conscious Incompetence)	I can recall the steps needed to prepare.  I can organise the resources I need with direction.	I can identify when I am on time.  I can attend my activity on time when prompted.	I can complete my activity with prompts.  I can follow strategies to support my engagement when prompted.	I can identify activities where I have strengths and difficulties  I can recognise how I learn best.	I can recognise when I am successful or struggling  I can find answers to questions when directed.	I can discuss why I was successful or struggling.  I can try new activities/strategies when prompted.	I can discuss when I feel comfortable.  I can discuss when I feel uncomfortable.	I can recall and explain my successes.  I can follow strategies to overcome struggles when directed.	I can give examples of my achievements and successes.  I can recall what I need to do to meet my goals/target when prompted.
<b>Adult Lead</b> (Unconscious Incompetence)	I can recall the steps needed to prepare when prompted.  I can listen to the resources I need.	I can discuss my punctuality.  I can attend my activity on time when accompanied.	I can complete my activity when clear direction is given.  I can follow a strategy to support my engagement when directed.	I can identify activities where I have strengths.  I can state how I learn best.	I can recognise when I am successful.  I can ask questions about areas of interest.	I listen to why I was successful.  I can try new activities/ strategies alongside an adult.	I can recognise where, when, who and what makes me feel comfortable.  I can recognise where, when who and what makes me feel uncomfortable.	I can recall where I have found success  I can recall where I have found struggle.	I can listen to celebration of my achievements and successes.  I can repeat a goal/ target for next time.



## EMOTIONAL AREA

Stage of Learning	Emotional								
	Empathy			Reflection			Awareness		
	Emotional Vocabulary	Positive Emotions	Impact on Others	Positive Visualisation	Daily	Appreciation	Happy Habits	Mindful Habits	Protection from Unhelpful Habits
<b>Independent</b> (Inconscious Competence)	I can discover new emotions.  I can formulate ideas in order to cope with my emotions.	I can discover new situations in which I feel positive and discuss how that impact on me. I can discover new situations in which I feel challenged and discuss how they impact on me.	I can predict my emotions and how they will impact others.  I can select strategies to manage my emotions that are considerate of others.	I can construct a positive plan for experiencing emotion in a given situation.  I can review my emotions when I have engaged in a situation.	I can make suggestions for others in relation to their emotions and actions. I can appraise a strategy in relation to my emotion and actions.	I can openly show my appreciation.  I can explain why I am appreciative in a range of situations.	I can construct positive emotion in most daily situations.  I can reflect on why situations have made me feel positive.	I understand what makes me happy and why.  I can explore different strategies that help me respond positively to situations.	I can examine what elements of a situation could be improved.  I can apply adapted strategies in situations.
<b>Adult Guidance</b> (Conscious Competence)	I can recognise when I am experiencing a range of emotions.  I can discuss a range of my emotions.	I can discuss why I feel positive in certain situations.  I can discuss situations when I could feel challenged.	I can associate my emotions with my actions.  I can recognise that my actions are related to my emotions and how this may impact on others.	I can predict how I will experience emotion in a given situation.  I can discuss how I might act when I experience emotions in a given situation.	I can categorise the emotions and actions of others.  I can categorise my emotions and actions from past activities.	I can show my appreciation of others when prompted.  I can describe why others are appreciative in a range of situations when prompted.	I can identify when I am experiencing positive emotion.  I can discuss situations that make me feel positive.	I can discuss what is making me happy.  I can identify elements within a situation that I find helpful.	I can suggest what elements of a situation could be improved when prompted. I can apply adapted strategies when reminded.
<b>Adult Support</b> (Conscious Incompetence)	I can suggest the basic emotions of others in daily situations.  I can label a range of emotions.	I can discuss why others feel positive in certain situations.  I can discuss situations when others could feel challenged.	I can recognise the actions of others and discuss their emotions.  I can give examples of how an emotion may impact on others.	I can compare how people could experience basic emotions in different situations. I can discuss how others might act when they experience emotions in different situations.	I can reflect on the emotions of others.  I can associate my emotions from past activities with my actions.	I can give examples of how people show appreciation to others. I describe situations that others are appreciative of when prompted.	I can label my emotions within daily situations when directed. I can identify situations that make others feel positive when prompted.	I can identify what is making me happy.  I can suggest elements within a situation that others find helpful.	I can identify what elements of a situation could be improved when reminded. I can remember what to do next time.
<b>Adult Lead</b> (Inconscious Incompetence)	I can label the basic emotions of others in daily situations.  I can label 3 basic emotions, (eg. Happy, sad, angry)	I can recognise daily situations that make people feel positive.  I can recognise situations when others could feel challenged.	I can match the actions of others in relation to their emotions.  I can state how an emotion may impact on others.	I can observe how people could experience basic emotions in different situations. I can identify how others might experience emotions in different situations.	I can listen to adults reflect on the emotions of others. I can select emotions in relation to past activities.	I can listen to people appreciating each other. I can recognise situations where others show appreciation.	I can accept adults labelling my emotions. I can identify events that make others feel positive when they are made clear to me.	I can listen to adults identify what is making me happy. I can recognise the elements within a situation that others find helpful when they are made clear	I can listen to adults identify what elements of a situation could be improved. I can remember what to do differently next time when prompted.

SOCIAL AREA

SOCIAL									
Stage of Learning	Kindness and Wellbeing			Relationships			Independent Social Behaviour		
	Kind Environment	Be Kind	Reflection on Positive Emotions	Respectful Relationships	Deal with Challenging Connections	Resolve Conflict	Social Confidence within SES	Social Confidence Away from SES	Safe Independent Behaviours
<b>Independent</b> (Unconscious Competence)	I can explain how acts of kindness impact on the environment and wellbeing. I can observe acts of kindness and suggest motivation.	I can make kind gestures and am comfortable of the impact on myself and others. I can examine the intentions of my kind gestures.	I can describe how kindness can make others feel. I can describe my positive experiences.	I can describe examples of how I am respectful within relationships. I can demonstrate elements of respect within all of my relationships.	I can positively manage experiences that are not positive. I can suggest and apply strategies to deal with experiences that are not positive.	I can attempt to resolve conflict using selected strategies. I can discuss and accept different points of view.	I can engage in a range of groups. I can apply a range of skills I need to engage in a group.	I can engage in a range of groups. I can apply a range of skills I need to engage in a group.	I can apply safe independent social behaviours. I can devise a range of safe social behaviours to support me.
<b>Adult Guidance</b> (Conscious Competence)	I can give examples of acts of kindness and describe their influence on wellbeing. I can describe acts of kindness in the environment.	I can make kind gestures when prompted. I can discuss the intentions of my kind gestures.	I can discuss how kindness can make others feel. I can describe my positive experiences when prompted.	I can give examples of how I am respectful within relationships. I can demonstrate elements of respect within safe relationships.	I can positively manage experiences that are not positive when prompted. I can suggest and apply strategies to deal with experiences that are not positive when prompted.	I can attempt to resolve conflict using selected strategies when prompted. I can discuss and accept different points of view when prompted.	I can engage in a selected group. I can apply the skills I need to engage in a group when prompted.	I can engage in a selected group. I can apply the skills I need to engage in a group when prompted.	I can discuss strategies for dealing with the risks associated with being socially independent. (eg Stranger Danger) I can explain my understanding of safe independent social behaviours.
<b>Adult Support</b> (Conscious Incompetence)	I can identify and discuss an act of kindness with an adult and discuss influence on I can describe acts of kindness in the environment when prompted.	I can make kind gestures when directed. I can listen to an adult describe my act of kindness.	I can identify how kindness can make others feel when prompted. I can talk positively about experiences when prompted.	I can label when others show respect. I can recognise elements of respectful relationships when they are made clear	I can recognise when an experience is not positive. I can identify the strategies others apply to deal with experiences that are not positive when	I can label the strategies others have used to resolve conflict when they are made I can remember the point of view of others when prompted.	I can engage in a selected group when supported. I can label the skills I need to engage in a group when prompted.	I can engage in a selected group when supported. I can label the skills I need to engage in a group when prompted.	I can give examples of the risks associated with being socially independent (eg Stranger Danger) I can discuss safe independent social behaviours with an adult.
<b>Adult Lead</b> (Unconscious Incompetence)	I can listen to an adult describe acts of kindness. I can observe acts of kindness in my environment.	I can identify opportunities to be kind when they are made clear to me. I can listen to an adult describe my acts of kindness.	I can listen to adults label the impact of kindness. I can listen to others talk positively about their experiences.	I can identify when others show respect when it is made clear to me. I can observe respectful relationships.	I can listen and accept when an experience is not positive. I can observe others apply strategies to deal with experiences that are not positive.	I can observe and listen to others resolve conflict. I can listen to the point of view of others.	I can engage in a selected group with direction. I can observe the skills I need to engage in a group.	I can engage in a selected group with direction. I can observe the skills I need to engage in a group.	I can identify risks of being socially independent. (eg Stranger danger/ Safety) I listen to adults talk about safe independent social behaviours