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Bilingual English/Italian

SIAL

**CODE OF PRACTICE FOR
PSHE
(PERSONAL, SOCIAL, HEALTH AND
ECONOMIC EDUCATION)**

Last reviewed April 2022

At SIAL, we want everybody to feel happy, cared for, safe and accepted in their own right. As such, we are committed to providing high quality PSHE for all pupils in our care.

Personal, Social, Health and Economic (PSHE) Education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for the opportunities, responsibilities and experiences of adult life. PSHE has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

In order for children to embrace the challenges of creating happy and successful adult lives, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. High quality, evidence-based and age-appropriate teaching of PSHE helps pupils develop resilience, and to know how and when to ask for help.

This policy should be read in conjunction with the school's RSE Code of Practice.

Aims:

Our aims are to:

- support pupils to develop and maintain a sense of self-worth and well-being.
- support pupils to respect themselves and others including their similarities and differences.
- support pupils to grow and develop in confidence, especially when speaking about their feelings and experiences.
- support pupils to understand that there are different types of relationships with different behaviours and expectations associated with each.
- support pupils to make safe choices and decisions.
- support pupils to understand how to keep themselves safe and to know what to do if they do not feel safe in a relationship, including how to access support.
- support pupils to acquire the key skills and attitudes needed to self-regulate and succeed as independent learners
- support pupils to make a positive contribution both locally and globally.
- create an honest and open culture within which sensitive discussions can take place in an atmosphere of mutual trust, understanding, respect and acceptance.

Legislation and Statutory Requirements

This PSHE Policy has been written to ensure SIAL meets the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal, Social, Health and Economic (PSHE) Education and Citizenship for Key Stages 1 and 2.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

This PSHE Policy is written with due regard to the following policies:

Education Act 1996

Learning and Skills Act 2000

National Curriculum Framework for PSHE & Citizenship 2000

Equality Act 2010

Children and Social Work Act 2017

Keeping Children Safe in Education 2021

Statutory Guidance for Relationship education in primary school as instructed by the DfE 2019
Teaching Online Safety in School (June 2019)
Parental Engagement on Relationships Education (October 2019)

Guidance has also been taken from the work of the following agencies:
PSHE Association

Safeguarding

All staff are aware that effective PSHE, can lead to a disclosure of a safeguarding or child protection issue. If such an issue were to arise, staff will follow the protocol outlined in the SIAL Code of Practice for Safeguarding and Child Protection. They will consult with the designated safeguarding lead, and in their absence the deputy, in order to seek guidance and support, should a disclosure be made.

Visitors from external agencies which support the delivery of PSHE are welcome at SIAL and appreciated for their level of expertise. They will be supervised at all times while in contact with the children and when moving around the school. Any visitor invited into lessons to contribute to the teaching of PSHE will be contacted by a member of staff prior to any invitation in order to outline and clarify the nature of any content to be covered.

On arrival at SIAL, the visitor will be met by the relevant member of staff who will reinforce the initial conversation and requirements prior to being taken into the classroom. Should the conversation reveal that there is a discrepancy between what is expected by the school and offered by the visitor, the invitation will politely be withdrawn. Should any issue arise during the presentation of content, which the staff member feels to be inappropriate or failing to adhere to the outline previously agreed, the workshop or session will be concluded with immediate effect.

Equality and Diversity (including SEND)

This policy reflects and is in line with the schools' equal opportunities policy and the schools ensures that the PSHE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities.

Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

PSHE strives to meet the needs of all pupils regardless of their race, gender, developing sexuality, religious or beliefs, and deals honestly and sensitively with diversity, answers appropriate questions and offers support.

This policy will be carried out in accordance with the school SEND Code of Practice. High quality teaching – that is differentiated and personalised – will ensure accessibility for pupils with Special Educational Needs and Disabilities (SEND). Staff at SIAL are aware that PSHE is a particularly important subject for some pupils with SEND due to the nature of their needs and vulnerability to exploitation and bullying. Therefore, in preparation for adulthood outcomes, every effort is taken to differentiate PSHE content and deliver it in a personalised way.

The Role of Parents /Carers and Governors

The partnership between home and school is of paramount importance to us as a school and one which we work to foster and promote with the utmost diligence. At SIAL, we are committed to, and welcome, the opportunity of working with parents and carers to ensure that they are both fully aware of what is being taught as part of the PSHE curriculum as well as appreciating and embracing their contributions to the development of our work.

We will provide additional resources and support through the availability of the SLT and class teachers to speak about any chosen issues. Should a parent or carer wish to request an appointment they should either contact the relevant member of staff directly or make a request via the school office.

Parents and Carers can access the SIAL PSHE policy via the school website, with the option to request a hard copy from the office if required.

As part of our whole school approach to PSHE, parent Information sessions and opportunities for parents to view the materials and resources used will take place.

We will notify parents when PSHE will be taught and will share the relevant objectives each half-term, as part of the class curriculum bulletins.

If any parent is concerned about the nature of any of the PSHE objectives to be taught they will be invited to meet with the relevant staff member either prior to or following the delivery of the lesson taking place.

Governors will be informed of, and required to approve the PSHE policy and curriculum through meetings with the headteacher.

SIAL will take seriously any concerns raised either by the governing body or by parents with regard to this policy.

Roles and Responsibilities

The PSHE programme will be overseen by the SLT, ELT and the PSHE lead teacher.

All teaching staff, irrespective of whether they teach the PSHE curriculum, will continue to receive PSHE training to support pupils and colleagues.

While SIAL welcomes visitors to support the teaching of PSHE, the school recognises that the quality and expertise of the teaching staff is of paramount importance to the teaching of this area.

The school recognises however that as with all areas of the curriculum, staff will have varying degrees of knowledge, experience and confidence and that extra or specific training will be required by some. As individuals, staff may also have personal beliefs and attitudes which may impact their ability to teach lessons but it is important to state here that staff do not have the option to opt out of teaching PSHE. Therefore, specific training will be organised to meet the needs of staff whose requirements will be regularly ascertained via an audit conducted by the PSHE lead in conjunction with SLT.

Teaching PSHE at SIAL

PSHE will be taught by all class teachers responsible for teaching the PSHE curriculum. Lessons of a 30 minute duration will take place weekly to cover the relevant PSHE objectives.

Aspects of PSHE will also be incorporated into other curriculum areas in the form of cross curricular lessons including Science, Physical Education, Religion, History, ICT and during our Wellbeing sessions.

Pupils will be taught in mixed gender groups, unless the class is comprised of a single gender only, and will be supported by everyone in the school community. This includes those who work to support them in class, those who work in the school office, those who prepare their food or supervise their breaktimes.

Ensuring maximum pupil participation

All staff will:

- Encourage the children to regularly speak about their feelings and opinions via the Mood Measure at the beginning of each morning and afternoon session.
- Agree ground rules with regard to how the children want to be treated at the start of each year through the creation of the class charter. Make reference to these rules at the start of each session or when applicable during discussion.
- Use circle time to share ideas in a safe and supportive setting based upon trust and transparency.
- Encourage patience and good listening skills, giving the speaker time to share what they want to say.
- Create a non-judgemental trusting atmosphere where questions can be asked without embarrassment.
- Allow the children to laugh and joke as a way to cope with any initial embarrassment.
- Ensure that the language used by the teacher is appropriate to the age and ability of the children.
- Allow any child who may be struggling to remain in the lesson to have time outside of the classroom before re-joining their peers.
- Know that there may be occasions when children identifying as boys or girls may feel more comfortable speaking in a gender-based group. (Such group sessions will be in addition to the initial mixed gender sessions.)
- Teachers will have a plan in mind but as with all other lessons will be willing to adapt the lesson to the needs of the class/individual children.
- Challenge any form of sexist, homophobic or racist language or behaviour in a manner which aims to educate rather than to judge or humiliate.
- Be aware of any form of learning disability which may lead to a child requiring extra support and have this in place at the start of the lesson.
- Allow each class to have an PSHE question box in which they can place any questions they may feel uncomfortable asking in person.

Curriculum

The work will be divided into 3 core themes which are as follows:

- Relationships Education – this area is covered as part of our RSE curriculum, please refer to our RSE Code of Practice
- Health and Wellbeing
- Living in the Wider World

While no single published scheme of work will be used for all sessions, staff will draw upon a range of resources including picture books, stories, film clips and advice from relevant agencies to produce their own bespoke lessons. The planned curriculum will be inclusive, responsive to pupil needs, engaging and reflect real life issues. The chosen theme for each group of lessons will be communicated to colleagues via the progressive topic map but, with a spiral curriculum being advantageous, staff may choose to repeat the use of certain resources while focusing on a different aspect each time.

Staff will ensure that the information they teach is accurate and distinguishes between fact and opinion. It will be delivered in a manner which promotes the safety and well-being of the pupils at all times.

Health and Wellbeing

The Health and Wellbeing SIAL's programme of study for PSHE focuses on the characteristics of good physical health and mental wellbeing.

The work can be divided into 8 areas which are as follows:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Connections will be also made to the Protective Behaviours (PB) programme. PB is a safety awareness and resilience building programme which helps children and adults to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened; and explores practical ways to keep safe. PB uses a 'Rights and Responsibility' approach, encouraging children to recognise their Early Warning Signs and develop their own support networks of safe adults who they can share their worries with. There are two core themes in Protective Behaviours:

- Theme 1: We all have the right to feel safe all the time.
- Theme 2: We can talk with someone about anything, even if it feels awful or small.

Mental wellbeing

By the end of KS2, children will know and understand:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of KS2, children will know and understand:

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of KS2, children will know and understand:

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Health eating

By the end of KS2, children will know and understand:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

By the end of KS2, children will know and understand:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of KS2, children will know and understand:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

By the end of KS2, children will know and understand:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

By the end of KS2, children will know and understand:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

These can be further divided into relevant objectives for each key stage as listed in the table below courtesy of the PSHE Association's Programme of Study for key stage 1 to 5.

KS1 Learning opportunities in Health and Wellbeing <i>Pupils learn...</i>	KS2 Learning opportunities in Health and Wellbeing <i>Pupils learn...</i>
Healthy lifestyles (physical wellbeing)	
<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. about the people who help us to stay physically healthy</p>	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>

Mental health	
<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people’s bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>
Ourselves, growing and changing	
<p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people’s needs change</p> <p>H27. about preparing to move to a new class/year group</p>	<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty</p>

	<p>(including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p>
Keeping safe	
<p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>	<p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>

	H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk
Drugs, alcohol and tobacco	
H37. about things that people can put into their body or on their skin; how these can affect how people feel	<p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>

Living in the Wider World

The Living in the Wider World SIAL's programme of study for PSHE focuses on developing the skills and understanding needed to function successfully in modern society, including the fundamental values of British/Italian citizenship:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance

By the end of KS2, children will:

- Know and understand about rules and responsibilities, actions and consequences and law and order.
- Know and understand that they have a role to play in ensuring their rights – and the rights of others – are valued and protected.
- Be encouraged to appreciate and celebrate diversity and difference.
- Be provided with the skills needed to recognise and repudiate discrimination and extremism.
- Know and understand about different forms of government and how individuals and organisations can work together to benefit local and global communities and the environment.
- Know and understand money and finance, economic awareness and enterprise.

These can be further divided into relevant objectives for each key stage as listed in the table below courtesy of the PSHE Association's Programme of Study for key stage 1 to 5.

KS1 Learning opportunities in Living in the Wider World <i>Pupils learn...</i>	KS2 Learning opportunities in Living in the Wider World <i>Pupils learn...</i>
Shared responsibilities	
L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
Communities	
L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people	L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
Media literacy & digital resilience	
L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true	L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Economic wellbeing: Money	
<p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p>	<p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money</p> <p>L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people’s feelings and emotions</p>
Economic wellbeing: Aspirations, work and career	
<p>L14. that everyone has different strengths</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them</p> <p>L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>

Monitoring, reporting and evaluation

The teaching and assessment of PSHE will be monitored and evaluated to the same standard and with the same level of as all subjects that are taught at SIAL.

The grading of each objective will follow the system of assessment already in place for all other areas of the curriculum. As with any other subject, staff will have the opportunity to update parents on the quality of their child's work during the termly parent/carer consultations.

The SLT, ELT and, if not included in the former, the PSHE lead, will regularly review the planning and evaluating of lessons at a minimum of half-termly intervals.

Teachers will critically reflect on their work in delivering PSHE through regular discussion during department meetings, at least once every half-term, and will be requested to submit examples of the work completed as part of the system of regular reviews and learning walks.

Teachers and pupils will enter into a dialogue to reflect upon and discuss the content and delivery of PSHE. Pupil voice will be influential in adapting and amending planned learning activities via invitations to share their opinions through activities as arranged by the Headteacher or during meetings of the School Council.

Pupils will also have opportunities to review and reflect on their learning during lessons and in the form of self-evaluation at the end of each activity. This will give them an opportunity to share any concerns and inform their teachers of any aspects of the work that they do not understand, while also giving them the opportunity to ask further questions.

This will support the ongoing expectation held with regard to all lessons at SIAL, that pupils are given the chance to share in the evaluation of the lesson by completing some or all of the examples below:

- Talk to a peer or to the teacher.
- Draw a face, a traffic light or a picture of the child's own choice which reflects their level of understanding- e.g. a sun, a dark cloud.
- Write a message to say how they feel about their work, what, if anything, they think they can improve on, what they are pleased with or found tricky.
- Answer the questions, 'What can you do now that you could not do before? What do you understand now that you did not understand before?'
- Where is your evidence? Encourage them to be specific.
- Highlight and double tick evidence to support their evaluation (work that they are pleased with).
- Write a possible next step for themselves or a friend.
- Swap books and comment on the work of your friend.
- Check list of objectives and record progress with teacher/peer support- independently.

Policy review date

The current policy will be reviewed annually. It will be reviewed by the PSHE lead teacher in conjunction with SLT, ELT and, when major changes occur, the Governing Body. This will ensure that new initiatives are consistently recognised, considered and implemented for the benefit of all pupils and staff.