



SIAL.school
Bilingual English/Italian

SIAL Code of Practice for PSHE (Personal, Social, Health and Economic Education)

Last Reviewed: April 2025

Next Review: April 2026

1. Introduction

At SIAL, our vision is for every pupil to feel safe, happy, valued, and included. We are committed to providing a high-quality, inclusive and age-appropriate PSHE curriculum that supports pupils in becoming healthy, independent and responsible members of society. PSHE underpins our school ethos and plays a central role in the development of pupils' values, wellbeing, and personal growth.

2. Purpose of PSHE

PSHE education equips pupils with the knowledge, skills and attributes they need to manage their lives, now and in the future. It contributes to pupils' spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life. High-quality PSHE teaching helps children:

- Stay healthy and safe.
 - Build positive relationships.
 - Develop resilience and self-efficacy.
 - Understand and manage their emotions.
 - Make responsible decisions.
 - Play a positive role in society.
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3. Aims

SIAL aims to:

- Foster self-awareness, confidence and a sense of self-worth.
 - Support pupils in developing respectful relationships and valuing diversity.
 - Promote open, safe dialogue about feelings, identity, and wellbeing.
 - Equip pupils with strategies for managing risk and making safe decisions.
 - Build resilience and self-regulation in all pupils.
 - Promote global citizenship and a sense of social responsibility.
 - Create a supportive, non-judgemental environment where sensitive topics are addressed openly.
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4. Statutory and Non-Statutory Frameworks

This policy aligns with the following:

- **Education Act 2002 / Academies Act 2010** – Broad and balanced curriculum duty
 - **Children and Social Work Act 2017**
 - **Statutory Relationships Education, RSE and Health Education Guidance (DfE, 2019)**
 - **Keeping Children Safe in Education (2023)**
 - **Equality Act 2010**
 - **SEND Code of Practice (2015)**
 - **Teaching Online Safety in Schools (DfE, 2019)**
 - **PSHE Association Programme of Study**
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5. Safeguarding and Child Protection

All PSHE teaching is conducted in a safe, respectful and supportive environment. Staff are aware that PSHE discussions may lead to safeguarding disclosures. In such cases:

- Staff will follow the school's **Safeguarding and Child Protection Policy**.
 - The **Designated Safeguarding Lead (DSL)** or their deputy will be consulted without delay.
 - Visitors delivering PSHE content will be fully briefed, supervised and subject to the same safeguarding expectations as staff.
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6. Equality, Inclusion and SEND

We are committed to ensuring our PSHE provision is accessible and inclusive. Lessons are:

- Differentiated to meet the needs of pupils with **Special Educational Needs and Disabilities (SEND)**.
 - Delivered in a way that respects diversity of background, including **race, faith, disability, gender identity, sexual orientation, family structure**, and culture.
 - Taught using inclusive language and content to reflect the experiences of all pupils.
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7. Role of Parents/Carers and Governors

We value the partnership between school and home. To promote transparency and trust:

- Parents/carers are informed termly of PSHE objectives through curriculum bulletins.
 - Information sessions and material previews are held regularly.
 - The PSHE policy is available on the school website (hard copies on request).
 - Parents can request meetings to discuss any concerns with teaching staff or leadership.
 - Governors oversee and approve the PSHE policy and review curriculum implementation.
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8. Roles and Responsibilities

- **SLT and PSHE Lead** oversee implementation, monitoring and evaluation of PSHE.
- All teaching staff are responsible for delivering PSHE and receive regular CPD.
- A staff audit informs bespoke training needs to ensure confident and competent delivery.

External agencies may be invited to enhance the curriculum, but class teachers retain responsibility for content and safeguarding.

9. Delivery of PSHE

PSHE is delivered through:

- Weekly 30-minute timetabled lessons by class teachers.
- Cross-curricular links (e.g. Science, RE, Computing, PE).
- Assemblies, Wellbeing Weeks, enrichment days and themed events.
- Responsive teaching based on pupil needs and local/national issues.

Mixed-gender classes are the norm, with single-gender sessions used sensitively when appropriate.

10. Pupil Engagement and Participation

We promote pupil voice and agency by:

- Using class charters and circle time to set ground rules and encourage open discussion.
 - Encouraging use of class “question boxes” for anonymous queries.
 - Allowing emotional expression (including laughter) while maintaining a respectful climate.
 - Creating flexible, adaptive lessons tailored to class needs.
 - Providing opportunities for 1:1 support or time-out if needed.
 - Encouraging inclusive participation and challenging discriminatory language or behaviour constructively.
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11. Curriculum Overview

Our curriculum is based on the **three core themes** of the PSHE Association’s Programme of Study:

1. **Health and Wellbeing**
2. **Relationships** (delivered as part of our RSE programme)
3. **Living in the Wider World**

While we use a range of resources, all lessons are teacher-planned and reflect our pupils' contexts, needs, and interests.

12. Health and Wellbeing – Curriculum Coverage

This theme includes:

- **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**

We embed the **Protective Behaviours Framework**, with core themes:

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

Lesson content follows **statutory DfE guidance** and is age-appropriate. Key outcomes by the end of KS2 are detailed in the appendix to this policy (unchanged in your draft – well aligned with DfE).

13. Monitoring and Review

- PSHE delivery is monitored termly by the PSHE Lead through lesson observations, planning scrutiny, and pupil/staff feedback.
- Impact is assessed through pupil voice, wellbeing surveys, and observation of engagement.
- This policy is reviewed annually in consultation with staff, governors and the wider school community.

PSHE Curriculum at a glance:

Health and Wellbeing

Key Stage 1

Pupils learn to:

- Understand the importance of physical and mental health and wellbeing.
- Recognise and manage emotions; develop resilience and ask for help when needed.
- Learn about healthy eating, physical activity, sleep, and personal hygiene.
- Identify people who help us to stay healthy and safe.
- Recognise changes to their bodies as they grow and develop.

Key Stage 2

Pupils build on their KS1 knowledge and learn to:

- Make informed decisions about their physical and mental health.
- Recognise the impact of lifestyle choices on wellbeing, including diet, exercise, sleep and screen time.
- Understand puberty and the emotional and physical changes involved.
- Recognise and respond to risks to physical and emotional safety.
- Learn first aid and understand how to seek help in emergencies.
- Develop digital resilience and strategies to manage online pressures.

Living in the Wider World

Key Stage 1

Pupils learn to:

- Understand rules, rights, and responsibilities in different contexts.
- Recognise the importance of caring for others and the environment.
- Learn about belonging to different groups and the value of diversity.

- Begin to understand money and where it comes from.
- Recognise strengths and interests and how they relate to different jobs.

Key Stage 2

Pupils extend their knowledge to:

- Understand democracy, human rights and responsibilities.
- Develop compassion, respect for diversity, and active citizenship.
- Build critical thinking skills to evaluate online content, media and advertising.
- Learn financial literacy, including saving, spending, budgeting and the risks of gambling.
- Explore aspirations and careers, understand stereotypes in the workplace, and consider routes into further education and employment.

3. Inclusion and Safeguarding

- Lessons are taught in a safe, respectful and inclusive environment.
- LGBTQ+ inclusion is embedded across the curriculum in line with DfE expectations.
- Sensitive topics (e.g., puberty, mental health, FGM, substance use) are taught age-appropriately and with consideration of pupils' needs.
- Staff receive regular CPD to support effective and confident delivery.