



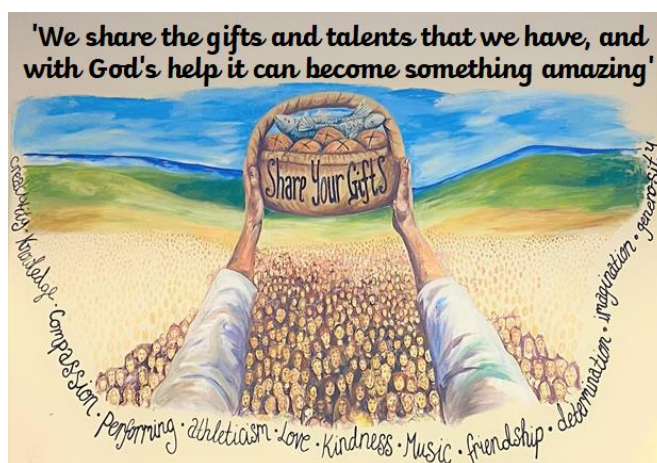
Bishop Bronescombe C of E School

PSHE, RSE and Child Mental Wellbeing Policy

Reviewed:	July 2023	Reviewed by:	Amy Mewton
Due for review:	July 2025	Governor responsible:	Penny Hermes

School Vision:

The vision of our school is 'We share our gifts and talents, and with God's help, it can become something amazing!'



Bishop Bronescombe School Motto is: '**Learning that lasts a lifetime.**'

Rainbow Multi-Academy Trust's Mission Statement is: '**Building a brighter future together.**'

General policy statement

All staff, governors, volunteer helpers, students and visitors need to give due regard to all of the policies and practices adopted by the school. Whilst it is acknowledged that people other than staff cannot be expected to read every policy before a visit to the school, it may be that further guidelines are necessary in addition to the Visitor Policy, which all visitors must acknowledge and accept upon arrival. All staff carry responsibility for the welfare and success of the pupils in our school. Staff will advise anyone who is working alongside us of the necessary protocols, procedures and policies we follow.

Living out our vision through our PSHE, RSE and focus on child mental well-being

- We value every member of the school community as an individual; recognising that they are all made in the image of God, and that they all have gifts and talents that they can share
- We provide a safe environment within which we nurture each individual's talents and academic potential, through a balanced mixture of creativity, discipline and challenge.
- We believe in challenging education and have high expectations of what our children can achieve.
- We foster each child's emotional intelligence, confidence, self-esteem and personal responsibility.
- We strive to create an atmosphere of care, understanding and trust that will encourage communication between teachers, children and parents.

- We offer spiritual and moral guidance, teaching tolerance and respect for the differences and needs of others and actively promoting good citizenship as a member of a wider community.

Rationale

Both Personal, Social, Health Education (PSHE) and Relationships and Sex Education (RSE) is fundamental to the development of the individual potential in all our children. It includes the social, emotional, physical, moral and intellectual aspects of growth. It is recognised at Bishop Bronescombe as crucial to our children's development as responsible, confident and considerate people. PSHE provides the means by which young children are taught to reflect upon themselves and their behaviour towards others. It happens both formally and informally and has links with many other areas of the curriculum. PSHE will aid pupils in raising their self-respect, self-awareness, and encourage them to become engaged members of their communities - both in and out of school - and to be accountable for their actions.

Aims and objectives

At Bishop Bronescombe, we recognise the importance of delivering PSHE and RSE in a way that is honest and age-appropriate. This is done through specific teaching and through our school ethos and Christian values. We aim that all children will have the confidence, knowledge, strategies and skills that will enable them to live a happy and safe life in the outside world.

Our PSHE curriculum encompasses RSE and is inclusive and in accordance with recommendations from the Statutory Guidance for Relationships Education (2019). It meets the needs of all children, including those with special educational needs or disabilities. We promote gender equality and represent the LGBT community through our relationships curriculum and through other aspects of our curriculum.

We teach children about:

- The physical development of their bodies as they grow into adults.
- The knowledge and understanding of a variety of different relationships including the characteristics of a positive relationship.
- How to stay safe online including social media, gaming and an understanding of online relationships.
- The importance of respect towards others.
- An understanding of appropriate and inappropriate or unsafe physical and other contact.
- The importance of wellbeing and coping strategies and an awareness of how to seek support.
- The way humans reproduce.
- The basics of first aid.
- About how to manage risk and stay safe including road safety, sun safety and water safety.
- Having respect for their own bodies and others.
- Moral questions.
- To know and understand what constitutes a healthy lifestyle.
- An understanding of money, how it is used and how to save it.
- To have an understanding of harmful substances.
- To be positive and active members of a democratic society.

- To develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- The significance of marriage and healthy families as a key building block of community and society, an important belief in Christian teaching and practise. This includes and understanding about the cultural and religious differences of families.
- About how we can look after ourselves, others and the environment.
- Being independent and responsible members of the school community.

Organisation

We teach PSHE and RSE through different aspects of the curriculum. While we carry out the main teaching in our PSHE curriculum, we also teach some PSHE and RSE education through other subject areas (for example, in science, PE, computing and RE). Key aspects of our PSHE curriculum are also promoted through our SMSC school ethos and collective worships (See SMSC policy). We ensure that lessons are well judged and carried out in a sensitive manner that is inclusive of all pupils, with high consideration of their own circumstances.

To ensure coverage and progression in the teaching of PSHE and RSE, we use Jigsaw PSHE as our scheme which is designed as a whole-school approach. It establishes consistency that gives all teachers confidence to deliver high-quality lessons and perfectly connects the pieces of Personal, Social, Health and Well-Being Education. The programme teaches children and young people emotional literacy, social- and lifelong skills, RSE/RSE and resilience in an age-appropriate manner. This programme not only aims to ensure complete coverage from the beginning of a child's education at Bishop Bronescombe until the end, its progression is continued into secondary provision. In addition to this we use the scheme of work 'Love and Sex Matters: Relationships and sex education in a context of Christian values' to complement the Jigsaw programme and underpin key aspects of RSE whilst promoting Christian distinctiveness as a Church of England School.

In our curriculum we teach about relationships and wellbeing, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. We teach about safety in relation to online safety and relationships. We teach British Values and give children an understanding of their part in their local and national community. We teach about families and cultures and discuss the similarities and differences between our own families and others.

In the Early Years, we promote the development of each child's personal, social and emotional skills by modelling and exploring concepts alongside children in their play and also through group activities exploring emotions, different families, self-confidence and self-awareness, increased understanding of risk, building relationships and how to manage our own feelings and behaviour.

There are numerous links between PSHE and other areas of the curriculum particularly with English, History, R.E, Science and Computing. These subjects are closely related to people and their beliefs, attitudes and actions to each other.

In KS1 science lessons, we teach children about how animals including humans, move, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In KS2, we teach about life processes and the main stages of the human life cycle in greater depth.

In computing we teach children about how to access information and the responsibility of using such media and how to stay safe from inappropriate content. We focus on online safety both inside and outside school and take part in key awareness days such as online safety week.

In P.E lessons, we emphasise the importance of healthy lifestyle and wellbeing. Children are taught about the importance of a healthy lifestyle and ways in which exercise and staying healthy can have a positive impact on mental health.

Collective worship is also a time where aspects of PSHE and relationships education are taught and embedded. Collective worship is seen as a time where our community gathers together to celebrate, share and reflect. We focus on our core Christian values; trust, perseverance, respect, courage, forgiveness and compassion. We recognise the important role that our collective worships have in enhancing the personal and social education of all the children in school, supporting their mental health and resilience, as well as providing opportunity for collective worship. It is a time when our school Christian values can be enhanced, explored and celebrated, supporting the spiritual and emotional development of all of our pupils and supporting them to reflect on their role in society.

Details of our whole school curriculum can be found on the Be Bold curriculum section of our school website.

Sex Education

Government guidance recommends that primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, sex education is not compulsory in primary schools.' (DFE 2019, pg 23) The recommendation is that schools should 'ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on the knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.'

At Bishop Bronescombe we define sex education as understanding changes during adolescence and an understanding of human reproduction. We believe that by giving children this knowledge and understanding, they will be more prepared for the changes ahead of them in adolescence and will put them in a position of understanding in order to make healthy and positive choices for themselves. Aspects of Sex Education are planned into our whole school scheme and taught during PSHE/RSE lessons and are planned in an age appropriate and relevant way. During the Summer term, the children will be following the Puzzle piece 'Changing Me'. The Changing Me Puzzle includes 2 or 3 lessons, in every class, to help children understand the changes which happen to their bodies as they get older. These lessons, and additional lessons following Love and Sex Matters, can be identified by key on our Be Bold Curriculum available on the school website. They are also detailed below:

Year	What is covered in the 'Change Me' Unit:	
Reception	Growing up	How we have changed since we were babies
Year 1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys' and girls' bodies	Appreciating the parts of the body that make us different and using the correct names for them
Year 2	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and girls	Differences between boys and girls - how do we feel about them? Which parts of me are private?
Year 3	Inside and outside body changes	How our bodies need to change so they can make babies when we grow up - inside and outside changes and how we feel about them
Year 4	Having a baby	The choice to have a baby, the parts of men and women that make babies and - in simple terms - how this happens
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult - including menstruation
Year 5	Puberty for girls	Physical changes and feelings about them - importance of looking after yourself
	Puberty for boys	Developing understanding of changes for both sexes - reassurance and exploring feelings
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life
Year 6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us
	Girl talk / boy talk	A chance to ask questions and reflect (single sex)
	Conception to birth	The story of pregnancy and birth

'Parents have the right to request that their child be withdrawn from some or all of sex education' (DFE, 2019 p.17). At Bishop Bronescombe we have identified the lessons above as sex education lessons which cover human reproduction or puberty. Parents will be informed when these lessons will be taking place and their right with request their child be withdrawn. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head of School, confirming this in writing and making it clear with which aspects of the programme they do not want their child to participate. The school always complies with the wishes of parents in this regard.

Equal Opportunities and Special Educational Needs

We ensure all children have access to the PSCHE and RSE curriculum. Teachers ensure that the curriculum is delivered in a way that is appropriate and inclusive of all children and their individual needs. This is created through ensuring a safe, respectful and caring environment for children to explore the PSCHE and RSE curriculum content. All children are treated equally regardless of age, race, gender, sexuality, disability and religion in line with our race and equality policy and our SEND policy.

Difficult Questions

Teachers create a safe, respectful and non-judgemental space for children to reflect, question and explore their own morals and values in the context of PSCHE and RSE curriculum. Teachers approach subjects in an

age-appropriate way, but also give children opportunities to ask questions and extend their thinking and understanding further. All questions and discussions are dealt with sensitively and if required, privately. If necessary, teachers will share discussions with parents or liaise with the Deputy Safeguarding Lead if there is a safeguarding concern. Teachers are supported by SLT and the PSCHE lead to be able to deal with difficult questions sensitively and appropriately.

The role of parents

The school is well aware that the primary role in children's personal, social, health, emotional, sex and relationships education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. We aim to provide parents with accurate information about what their child is learning in school, to enable them to support this learning further. This is done by providing parents with information of our PSHE/RSE curriculum and what will be covered for each year group.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head of School, confirming this in writing and making it clear with which aspects of the programme they do not want their child to participate. The school always complies with the wishes of parents in this regard.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our PSCHE/RSE education programme.

Confidentiality and safeguarding children procedures

Teachers conduct PSHE/RSE education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved, in sexual activity, then the teacher will take the matter seriously and deal with it as a safeguarding matter. Teachers will respond in a similar way if a child indicates that he/she may have been a victim of abuse. If the teachers have concerns, they will draw their concerns to the Designated Safeguarding Lead.

Key documents that inform this policy:

- Statutory Guidance for Relationships Education (2019)
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)

- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education –Statutory safeguarding guidance (Sept 2021)
- Children and Social Work Act (2017)

Monitoring and Evaluating

It is the PSHE / RSE Lead's responsibility to:

- Ensure that PSHE and RSE occurs in the school's curriculum according to the schemes of work provided.
- Monitor the use of teaching materials.
- Evaluate the effectiveness of the school's programme.

The PSHE / RSE Lead will be given the time to monitor and evaluate the school's SRE programme as it occurs in the school's schemes of work for each key stage.

PSHE/RSE Leads: Amy Mewton and Julia Provis