

Vision statement
BRIDGE is a family of schools committed to high performance. We embrace a universal culture of excellence in the learning communities we build.
Aims
To continue building a Multi Academy Trust that promotes strong values, an excellent education for all children, develops highly effective School Teams, is financially secure, and ensures effective governance.
To nurture, support and encourage aspirations by providing excellent learning opportunities, inspiring teaching environments, and a creative approach to curriculum subjects that secures engagement from all our learners resulting in high levels of academic progress and outcomes.
To develop outstanding leadership, teaching and support teams by valuing committed, reflective staff, and providing rigorous and challenging professional development for continual School Improvement.
To develop hubs as centres of learning excellence to disseminate best practice, firstly within and then beyond, the Trust.
To successfully engage and communicate with parents/carers in our local communities, supporting the children's progress, well-being and achievement.

Personal, Social, Health Education Policy (Including Relationships and Sex Education)

Purpose
PSHE (and RSE) is an important part of the broad and balanced curriculum and is therefore taught in a cross curricular approach to ensure it has meaning and purpose. Through our PSHE curriculum, we promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

September 2021

Policy Version	V1.0	Next Review Date	09/22
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The Aim of Personal, Social, Health Education (Including Relationships and Sex Education)

PSHE

“Our children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.” Secretary of State for Education, July 2020

At Bridge Schools Trust, we follow a comprehensive, carefully thought-through Scheme of Work which encompasses all statutory guidance and brings consistency and progression to our children’s learning in this vital curriculum area. Through PSHE, pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Children develop resilience, self-esteem, risk-management and critical thinking as well as personal attributes such as kindness, integrity, generosity, and honesty.

PSHE (including relationships and sex education) represents a huge opportunity to help our children and young people develop. The knowledge and attributes gained support their own, and others’, wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society. In addition, this approach also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Relationships Education and Health Education has become compulsory in all primary schools in England. At Bridge Schools we teach the compulsory subject content in an age appropriate and developmentally appropriate way. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents. Through our PSHE programme, we put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children’s happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content gives them the knowledge and capability to take care of themselves and receive support if problems arise.

Statutory Relationships and Health Education

Here, at Bridge Schools Trust, we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. With this in mind, we include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression, we revisit topics developing greater depth of understanding as the children get older, we use a mindful approach to PSHE and tailor it in an age appropriate way to our children’s needs. All our schools hold a mapping document that meets the statutory Relationships and Health Education requirements.

What do we teach when and who teaches it

Whole-school approach

The table below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year.

Term	Unit	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Class/school Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Bridge Schools Trust we allocate appropriate time to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt to embed what is taught and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

Relationships Education

Whilst the Relationships unit covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere e.g. the Celebrating Difference unit helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

It is important to explain that whilst the Healthy Me unit covers most of the statutory Health Education, some of the outcomes are taught elsewhere e.g. `` emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the class/school Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in our scheme this is taught as part of the Changing Me unit.

Again, the mapping transparently shows how the whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all 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'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Bridge Schools Trust, we believe children should understand the facts about human reproduction before they leave primary school.

We define Sex Education as 'understanding human reproduction'

We intend to teach this within Science. For further detail on this, please contact your individual school who will provide you with the curriculum map and content for this.

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p. 17

At Bridge Schools Trust, puberty is taught as a statutory requirement of Health Education and covered by our PSHE Programme in the 'Changing Me' unit, and we conclude from the DfE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships Education as we believe this is most appropriate for our children.

We are happy to discuss the content of the curriculum and invite you to contact your child's class teacher in the first instance to discuss further.

Monitoring and Review

Trust Senior Leaders monitor this policy on an annual basis. They report its findings and recommendations to schools, as necessary, if the policy needs modification. They give serious

consideration to any comments from parents about the PSHE (RSE) programme, and make a record of all such comments. Leaders scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

This content is fully integrated in an age and developmentally appropriate way into our programme of study for this area of the curriculum.

At Bridge Schools Trust we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSE) Programme please speak to your child's school.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

It is also aligned to the PSHE Association Programmes of Study for PSHE.

