

PSHE & WELLBEING NEWS

Autumn 2026

Earlier this year, we asked for your views on our PSHE curriculum as we prepared to review and refresh our programme in response to the new DfE guidance on Relationships, Sex and Health Education, which came into effect at the beginning of September. Thank you to everyone who took the time to share their views. Your feedback has been invaluable in helping us to shape and develop our updated curriculum.

*We are now excited to share our new **PSHE Programme of Study**, which is available in the PSHE section of our website, alongside the updated **PSHE and RSE Policy**. We strongly encourage parents and carers to take a look at these documents to find out more about what your child will be learning and when.*

Parents and carers are, and must remain, the key figures in helping children navigate the physical and emotional aspects of growing up and prepare for the challenges and responsibilities that maturity brings. Our PSHE teaching is designed to complement and support the important role of parents and carers, rather than replace it. We want to work in partnership with you to ensure that our children receive consistent, supportive and age-appropriate messages both at home and at school.

In this, our first PSHE and Wellbeing Newsletter of the year, we have included links to the updated documentation on our website, together with a snapshot of our new curriculum and some of the key changes you can expect to see this year.

Miss Lowrey



The Vision for PSHE at Southbourne Juniors

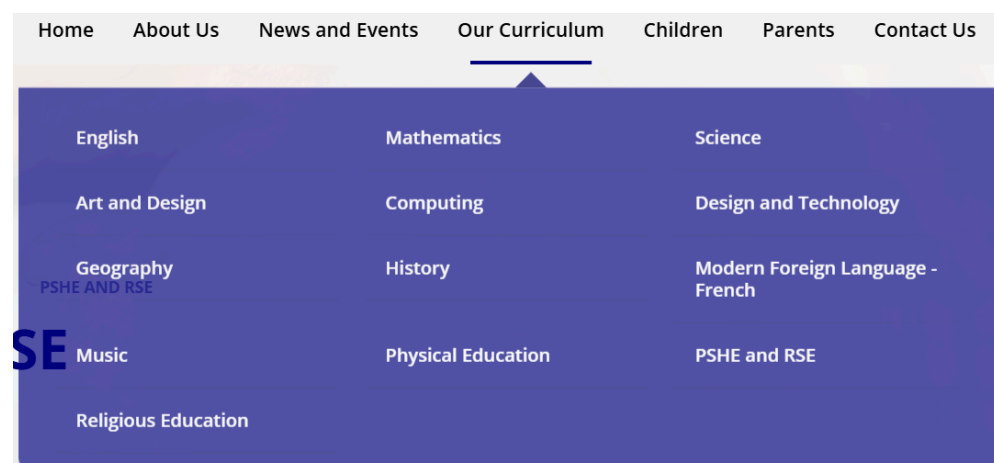
At Southbourne Juniors, our vision for PSHE and RSE is to provide a 'Curriculum for Life': an inclusive, meaningful programme that goes beyond statutory requirements to equip pupils with the knowledge, skills, confidence and values they need to navigate life's challenges and opportunities. Co-created with pupils and parents, our curriculum reflects the needs of our school community and prepares our pupils to go out into the world and make a positive difference as global citizens, guided by kindness, empathy and respect.

We want pupils to develop not only as healthy and informed individuals, but also as confident, independent decision-makers with a strong moral compass who understand that they have agency over their own choices and actions. PSHE is therefore woven throughout school life, not limited to discrete lessons, and is underpinned by our ethos, vision and values. Our school community acts as a miniature version of the wider world, providing opportunities for pupils to practise positive relationships, appreciate differences and understand what it means to be an active and respectful member of a diverse society.

Our PSHE and RSE curriculum is about the present and the future: constantly evolving to respond to the needs of pupils in an ever changing world and supporting pupils not only to build a successful future for themselves, but to lead the future for the human race and the society of tomorrow.

Where to find the new PSHE Programme of Study and Policy

The 'Our Curriculum' section of the school website includes the new PSHE programme of study document split into half terms and detailing what is taught and when. Below is an image of the website link that you need to go to as well as the first page of the Programme of Study, open this document and the subsequent pages go into detail about the content taught. You will also find here the updated PSHE policy which we would recommend parents read.



PSHE & RSE Programme of Study

	Who is behind the mask?		Why are jungles so wet and deserts so dry?	What is the secret of the standing stones?	How can we live more sustainably?	Beyond the Magic Kingdom: what is the Sunshine State really like?
Year 3	Me, my friends and belonging	Building healthy habits	Mental health and wellbeing	Making choices online	Looking out for each other	Keeping safe out and about
	On our doorstep: how has Southbourne changed?	Why do some earthquakes cause more damage than others?	How did the arrival of the Romans change Britain?		Why do so many people live in megacities?	Who were the Anglo-Saxons and how do we know what was important to them?
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Families and growing together	Respecting boundaries
	What did the Vikings want and how did Alfred help to stop them getting it?	What is a river?	The story of the Trojan Horse: historical fact, legend or classical myth?		How is climate change affecting the world?	How do volcanoes affect the lives of people on <u>Hiemaey</u> ?
Year 5	Mental health and wellbeing	Friendships, stereotypes and bullying	Me, my body and growing up	Embedding healthy habits and learning first aid	Positively engaging with our world	Safe connections online
	Who are Britain's national parks for?	Why was winning the Battle of Britain in 1940 so important?	Why are mountains so important?	Why did the Ancient Maya change the way they lived?	Why is fair trade fair?	
Year 6	Mental health and wellbeing	Developing our understanding of AI	Managing money and online spending	Drug education: assessing risk and managing influences	Looking to the future	Changes in puberty (and sex education)

Statutory RSHE

Non statutory: Economic Wellbeing & Careers

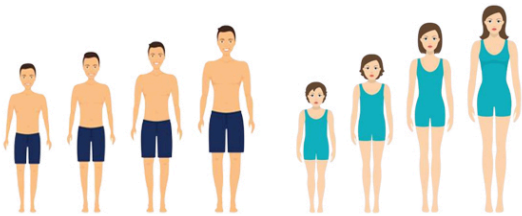
How Parent Views Have Helped Shape Our New Programme of Study

Earlier this year, we asked parents and carers to share their views about our PSHE curriculum, and we have used your feedback to help shape our new Programme of Study.



Parents highlighted *wellbeing and relationships* as particularly important areas, with some suggesting a greater focus on *managing technology and social media use*, reflecting the increasingly significant role digital devices play in children's lives. These are all concepts that spiral through our new programme, so that children revisit and build on their knowledge and skills progressively as they move through the school. This approach helps children to develop a deeper understanding and retain what they have learned over time.

When asked which areas parents felt least confident discussing with their children, *Media Influence, Mental Health, and Growing and Changing* were identified most often. You will be pleased to know that these areas have been prioritised within our new programme. Throughout the year, we will also use our PSHE and Wellbeing Newsletter to share helpful resources and signpost you to trusted external sources, supporting you to feel more confident having conversations about these topics at home.



Teaching Puberty at the Right Time

We recognise that parents and carers may have differing views about when children should begin learning about puberty, and we understand that this can be a sensitive area. Our approach is guided by the Department for Education (DfE) statutory guidance, which states that pupils should learn about puberty before it happens, so that they are prepared for the physical and emotional changes they

may experience. Puberty is part of the mandatory Health Education curriculum, and the DfE guidance states that *"puberty should be addressed before onset so, as far as possible, pupils are prepared in advance for changes they will experience."*

The DfE guidance also makes clear that teaching about puberty, including changes to the adolescent body and the menstrual cycle, should not begin before Year 4. At Southbourne Juniors, we have traditionally taught the PSHE unit on puberty during the summer term of Year 5. However, we are aware that a growing number of girls are beginning menstruation at a younger age. Research suggests that girls are now experiencing their first period, on average, around six months to a year earlier than girls did several decades ago. While there is evidence of this change, the reasons for it are less conclusive, with researchers considering a range of possible contributing factors. In response, and following consideration of our parent survey feedback, we have decided to move the puberty unit slightly earlier to the start of the spring term of Year 5. The unit is titled 'Me, my body and growing up', please read the Programme of Study for further information.

This change aims to ensure that pupils receive this important information at an appropriate age and, importantly, that those who may begin menstruation earlier are more likely to have learned about the changes they may experience before they occur. We believe this approach provides pupils with the knowledge, confidence and reassurance they need to understand and manage these changes positively. If you have concerns or questions about your child and early-onset puberty, we would encourage you to speak to your GP in the first instance, as they are best placed to provide individual medical advice. Following this, your child's class teacher and our Learning Mentor, Miss Reeve, can offer pastoral support and reassurance at school should this be needed.

Year 4 and Year 6 PSHE this term – Change, Loss and Grief

One of the aims of our PSHE newsletter is to give parents advance notice of any potentially sensitive content that will be explored in school. We would therefore like to make parents and carers of Year 4 and 6 pupils aware that, towards the end of this half term (late October), one of their PSHE lessons will focus on change, loss and grief.

As part of this lesson, pupils will explore:

- that people experience, express and manage grief in different ways
- strategies that can help us to cope with change, loss and grief.

In our summer newsletter, we shared some helpful resources from The Loss Foundation. We have included these again in this edition to make them easier for you to find should you wish to access them.

If you have any questions about the lesson, or if your child has experienced a recent bereavement or significant loss that the school is not already aware of, please do get in touch with your child's class teacher. This will enable the teachers to approach the lesson sensitively and ensure they are mindful of any individual circumstances that may affect your child.

Supporting Children Through Loss

Talking about death is one of the most difficult conversations a parent or carer may face. However, giving children clear, honest information can help them understand their feelings and begin to process their grief.



The Loss Foundation reminds us that every child experiences grief differently. Some may want to talk, while others express their emotions through drawing, play, or quiet reflection. What matters most is helping children feel safe, heard, and supported. You do not need the perfect words- your honesty, patience, and presence can make a significant difference.

To help families support bereaved children, The Loss Foundation offers a free PDF guide for parents and carers, providing practical advice for helping children of all ages navigate loss and grief. In school, our Wellbeing Team also draws upon resources from Winston's Wish to support pupils who are coping with bereavement. If your child has experienced a loss and you would like advice or support in helping them process their grief, please speak to us.

<https://thelossfoundation.org/?s=parent+guide&v=7885444af42e>

https://www.childbereavementuk.org/?mtm_campaign=Merger&mtm_source=winstonswish&mtm_medium=pop_up



Supporting Children and Families with School Avoidance and School-Based Anxiety

We know that the beginning of a new school year can be a particularly challenging time for some children and families, please have a look at the attached resource from Your Space Therapies.