



Weare Academy
C of E First School

All Can Achieve

Relationships, Sex and Health Education (RSHE) Policy

Policy agreed: September 2026

Next review: September 2029



RSHE Policy

At Weare Academy C of E First School, our policies and practices are rooted in our Christian vision and ethos. Our work as a school community is guided by our commitment that All Can Achieve.

This vision underpins our commitment to enabling every child and adult to flourish academically, socially, emotionally, spiritually and morally, within a safe, inclusive and aspirational learning environment.

Our Christian ethos shapes the way we live and work together each day. It informs our relationships, expectations and approach to teaching, learning, behaviour and care. We foster belonging, partnership and mutual respect; promote kindness, compassion, dignity and forgiveness; and encourage resilience, honesty, ambition and the confidence to do what is right, even when it is challenging.

Our school motto, "All Can Achieve," reflects our belief that every child should feel valued, supported and inspired within a strong and caring community. Working together with pupils, families, staff, partners and the wider community, we strive to provide opportunities that enable all learners to flourish and achieve.

1. Introduction and Purpose

At Weare Academy C of E First School, we deliver Relationships, Sex and Health Education (RSHE) as part of our whole-school approach to Personal, Social, Health and Economic (PSHE) Education.

RSHE supports pupils to develop the knowledge, skills and attitudes required to form healthy, respectful relationships, make safe and informed decisions, and maintain physical and mental wellbeing. It fosters self-respect, empathy and compassion, consistent with the Christian understanding that all people are made in the image of God and deserving of dignity.

This policy has been shaped through consultation with pupils, parents/carers, staff, Partners, the Local Partnership Board and the Wessex Learning Trust.

2. Statutory Basis and Legal Context

This policy is underpinned by:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE, 2025)
- Keeping Children Safe in Education (DfE, annual updates)
- Equality Act 2010
- Church of England guidance (Valuing All God's Children, 2023)
- Education Act 2002
- Academies Act 2010

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged



pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools and alternative provision settings.

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education and taught through the science topic of Animals including Humans)

A detailed mapping document showing how the Jigsaw programme covers every statutory outcome is available to view on request.

In primary schools:

- Relationships Education is compulsory
- Health Education, including puberty, is compulsory
- Sex Education beyond what is statutory is at the discretion of the school

At Weare Academy C of E First School, drawing on the DfE Guidance, and in agreement with our feeder Middle Schools, explicit Sex Education will begin through PSHE in the middle school years. We believe that this is most appropriate for the pupils in our care. All aspects of Sex Education are taught through science and are linked to scientific learning around the Animals including Humans strand. This is taught in Term 6 throughout the school.

Parents do not have the right to withdraw from statutory Relationships or Health Education. They may request withdrawal from any non-statutory sex education, should it ever be offered.

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Part of the
Wessex Learning Trust

3. Defining Sex Education

To ensure clarity, at Weare Academy C of E First School, we do not teach Sex Education beyond the statutory requirements of Health Education. We do not teach sexual intercourse, conception or reproduction beyond what is required for scientific knowledge at primary level.

We teach puberty, focusing on body changes and human development, as part of statutory Health Education and within the science strand of Animals including Humans.

4. Curriculum Intent

Our RSHE curriculum aims to:

- Equip pupils with the knowledge to build healthy, respectful friendships and relationships
- Promote emotional wellbeing, resilience and healthy coping strategies
- Teach pupils how to stay safe on and offline
- Provide accurate, age-appropriate knowledge about the body and human development
- Build empathy, respect for diversity and understanding of difference
- Encourage responsibility, personal integrity and safe decision-making

The curriculum is delivered through a spiral model, enabling pupils to revisit themes with increasing depth as they mature.

5. Curriculum Content

The Jigsaw Approach: A Whole-School Framework

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach including:

Emotional literacy at the core - Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

Mindful practice - Every Jigsaw lesson begins with "Calm Me Time", a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.

Connection and community - The "Connect Us" activity in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.



Developing skills for respectful dialogue - PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

Age-appropriate spiral curriculum - Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

Interactive, participative teaching - Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children do not just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

The Six Jigsaw Puzzles

Our PSHE curriculum is organised into six themed units ("Puzzles"), each taught for approximately half a term:

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships.



Relationships Education

Relationships and Health Education: Statutory Content

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- Families and people who care for me - That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

Pupils learn about:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships and digital safety
- Personal identity and self-esteem
- Bullying, equality and inclusion
- Conflict resolution and help-seeking behaviour

Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of primary school, our children will understand:



- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

Pupils learn about:

- Physical health and healthy lifestyles
- Mental wellbeing and emotional regulation
- Puberty, changing bodies and personal hygiene
- Safety and risk awareness
- Basic first aid
- Healthy choices (sleep, nutrition, exercise, screen time)

6. Christian Ethos and Inclusivity

In line with Valuing All God's Children (2023), RSHE at Weare Academy C of E First School:

- Promotes dignity, respect and compassion
- Recognises the equal worth of every individual
- Ensures all pupils feel included and safe
- Teaches pupils to value diversity, including differing family structures
- Addresses prejudice, discrimination and bullying linked to protected characteristics



Themes of love, forgiveness, respect, integrity, honesty and responsibility are threaded throughout teaching.

7. Teaching and Learning Approach

RSHE is taught using:

- A safe and respectful classroom environment
- Clear ground rules to support discussion
- High-quality resources appropriate to age and stage
- Opportunities for reflection, retrieval and discussion
- Inclusive language and delivery that meet the needs of all pupils

8. Assessment of Learning

Assessment in RSHE is:

- Ongoing and primarily formative
- Based on observation, discussion, reflection activities, and written or illustrated outcomes
- Aligns with SOLO taxonomy methodology used across the curriculum
- Used to inform planning and ensure progression

Assessment outcomes are recorded in PSHE (JIGSAW) class evidence portfolios.

9. Meeting the Needs of Pupils with SEND

RSHE is inclusive and accessible to all pupils. Adaptations may include:

- Simplified language
- Visual supports
- Additional adult support
- Personalised resources
- Adjusted sequencing or pacing

Staff work closely with the SEND Lead to ensure provision meets individual needs while maintaining dignity and respect.

10. Responding to Pupil Questions

Teachers will:

- Answer questions sensitively and appropriately
- Use professional judgement about the level of detail appropriate
- Refer safeguarding concerns immediately to the Designated Safeguarding Lead
- Inform parents/carers where questions indicate misunderstanding or require follow-up



11. Safeguarding and Confidentiality

RSHE actively contributes to safeguarding by:

- Supporting pupils to understand boundaries and respectful behaviour
- Teaching how to recognise unsafe situations
- Encouraging pupils to seek help from trusted adults
- Confidentiality cannot be guaranteed. Any safeguarding concern is managed in accordance with the school's Safeguarding and Child Protection Policy.

12. Parental Engagement

Parents are valued partners in RSHE. The school will:

- Share RSHE curriculum outlines in advance
- Make teaching materials available for parental review
- Offer opportunities to discuss concerns
- Consult parents on any proposed changes to non-statutory content

Parents may request withdrawal only from non-statutory Sex Education, though none is presently offered.

14. Monitoring, Evaluation and Review

The RSHE curriculum and policy are monitored by:

- PSHE Lead
- Senior Leadership Team
- Local Partnership Board

Monitoring activities include:

- Lesson visits and learning walks
- Pupil voice
- Staff feedback
- Review of planning and outcomes

The policy is reviewed annually and updated in response to statutory changes, Trust guidance, or school needs.

