



Axbridge C of E Academy

Together We Inspire, Thrive & Excel

Relationships, Sex and Health Education (RSHE) Policy

Policy agreed: September 2025

Next review: September 2026





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Together We Inspire, Thrive & Excel

RSHE Policy

RSHE Lead: Kellie Nash

At Axbridge Church of England Academy, all policies and practices are rooted in our Christian vision and ethos. Our work as a school community is guided by the words of Jesus:

"I have come so that you may have life, life in all its fullness."

John 10:10

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 values of **Community, Love, and Courage** shape the way we live and work together each day. They inform our relationships, our expectations, and our approach to teaching, learning, behaviour, and care. Through Community, we foster a sense of belonging, partnership, and mutual respect. Through Love, we promote kindness, compassion, dignity, and forgiveness. Through Courage, we encourage resilience, honesty, ambition, and the confidence to do what is right, even when it is challenging.

Our school motto, **"Together We Inspire, Thrive and Excel,"** reflects our belief that children achieve their very best when they 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 thrive and excel.

1. Introduction and Purpose

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

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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, 2020)
- *Keeping Children Safe in Education* (DfE, annual updates)
- Equality Act 2010
- Church of England guidance (*Valuing All God's Children*, 2023)

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 Axbridge C of E Academy, 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 it is linked to scientific learning around Animal 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.

3. Defining Sex Education

To ensure clarity, at **Axbridge C of E Academy**, we do not teach **Sex Education beyond the statutory requirements of Health Education**.



Puberty, body changes and human development are taught as part of statutory Health Education. We do **not** teach sexual intercourse, conception, or reproduction beyond what is required for scientific knowledge at primary level.

Should the school consider introducing additional non-statutory Sex Education content, consultation will take place with parents, Partners and the Local Partnership Board in advance.

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

Relationships Education

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

Pupils learn about:

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- 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)

A detailed progression map is provided in **Appendix A**.

6. Christian Ethos and Inclusivity

In line with *Valuing All God's Children* (2023), RSHE at Axbridge:

- 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

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Assessment outcomes may be recorded in PSHE (JIGSAW) books or class evidence portfolios as appropriate.

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:

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- 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.

15. Policy Approval

This policy has been formally considered and approved by:

- Headteacher
- Local Partnership Board

	Signed Headteacher	Signed Chair of Partnership Board
Date of review: September 2025		
Date of next review:	Dominic Shillabeer	Toni Hael



September 2026		
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Appendix A

Relationships and Sex Education

Age

4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles - animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends

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and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.

Health Education

Age

4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
7-8	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty.
8-9	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.

