BATH & WELLS
Multi Academy Trust

Bath and Wells Diocesan Academies Trust

RSHE and PSHE Policy

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Version 2 – Changes from last version	Updated links to: • National and trust policies and documents • Updated topics to be taught by the end of KS2

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Context

The Bath & Wells Diocesan Academies Trust (the Trust) is a dynamic learning community. In order to ensure that the Trust is a safe, supportive environment where pupils and staff can learn and thrive, there needs to be clear procedures, structures, and expectations in place. Trust policies are a formal way of documenting the procedures and values of the Trust and are designed to provide an instant picture of the principles of the Trust. They form an important framework that will ensure consistency in applying the agreed values and principles across all elements the Trust.

Purpose

At the Bath and Wells Trust (BWMAT), we want all children to be the best version of themselves. The Trust believes that high-quality Personal, Social, Health and Economic (PSHE) education, including Relationships, Sex and Health Education (RSHE), is vital for children's wellbeing, personal development and academic success.

Personal, Social and Health Education (PSHE) education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. The DfE recommends that RSHE is delivered as part of a wider PSHE curriculum.

Relationships, Sex and Health Education (RSHE) is a key statutory element of PSHE education. RSHE involves learning about the emotional, social and physical aspects of growing up. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships and later to begin to take responsibility for their and health wellbeing.

We recognise that effective PSHE helps pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain.

There are statutory expectations of content for the Relationships and Health aspects of RSHE for all primary schools to deliver by the end of Key Stage 2:

- 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)

Sex Education is non-statutory in RSHE, but the DfE recommends that it is taught in primary schools as part of RSHE. Trustees support this view and believe that high-quality PSHE and RSHE should:

- Be an integral part of the lifelong learning process, beginning in early childhood
- Be taught as part of a whole-school approach in a safe, inclusive learning environment
- Be appropriate to the age and maturity of pupils
- Be accessible to all pupils, including those with SEND
- Promote spiritual, moral, cultural, social and physical development
- Prepare pupils for the opportunities, responsibilities and experiences of adult life

Through PSHE/RSHE, we expect all schools to help pupils:

- Develop a stronger understanding of themselves and their identity
- Build personal values, a moral compass and individual conscience
- Understand the characteristics of healthy, loving and respectful relationships
- Learn about consent and its importance in all relationships
- Build self-respect and value the diversity in others
- Make informed choices free from prejudice and discrimination
- Develop emotional literacy and conflict resolution skills
- Understand and prepare for the physical and emotional changes of puberty and adolescence
- Know how to access reliable information, advice and support
- Establish habits that contribute to lifelong health and wellbeing including the importance of physical activity, good nutrition and sufficient sleep
- Understand the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors
- Build resilience against negative peer influence and misleading media messages
- Develop critical thinking and decision-making skills for navigating complex social situations
- Build foundations for active citizenship and participation in wider society

Planned PSHE/RSHE will incorporate relevant safeguarding guidance to help pupils protect themselves from harm and navigate risks, particularly in digital environments.

This policy framework aligns with our Trust values and ensures all our schools approach this important aspect of education with consistency, sensitivity and professionalism. We acknowledge the vital role of parents as children's first educators and commit to working in partnership with families across all our schools.

This policy has been developed in accordance with our Equality Duty and the Public Sector Equality Duty. We are committed to promoting equal opportunities and positive relationships, preventing discrimination related to protected characteristics (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). We will take appropriate action to address any harassment or discrimination.

Scope

This policy relates to all schools in the Bath & Wells Diocesan Academies Trust. This policy aligns with current statutory requirements and will be reviewed as and when new guidance is published. Schools within our Trust will follow the most up-to-date guidance from the DfE (as of December 2025: Relationships Education, Relationships and Sex Education (RSE) and Health Education (for introduction September 2026)

In order to support schools, the Trust will:

- Provide an outline procedural framework for schools that establishes core expectations while allowing appropriate local adaptation
- Facilitate networking between PSHE/RSHE leads across all trust schools
- Support schools with parent/community consultation processes
- Review and disseminate updated statutory guidance and evidence-based practices
- Define key terms to ensure the distinction between PSHE, Relationships Education, Health Education and Sex Education (see below)
- Recommend core teaching resources (primarily Jigsaw PSHE)

The Trust expects that each school will:

- Designate a PSHE/RSHE subject leader with appropriate expertise and allocated time
- Establish a protected timetable commitment to PSHE (recommended minimum: 1 hour weekly)
- Ensure all staff delivering PSHE/RSHE receive appropriate training
- Engage with parents/carers transparently about curriculum content
- Ensure the implementation of a detailed, age-appropriate scheme of work covering all statutory elements
- Create their own school guidance based on this trust policy

The majority of relationships, sex and health education is delivered through PSHE lessons

BWMAT recommends the Jigsaw Programme as the Trust preferred approach although schools may choose to use other resources.

Jigsaw PSHE is as a comprehensive, carefully thought-through scheme of work that brings consistency and progression to children's learning in this vital curriculum area. The programme covers all areas of PSHE for the primary phase including statutory Relationships and Health Education.

Trustees are confident that schools will deliver comprehensive, well-sequenced PSHE programmes that build emotional literacy and resilience year by year. All schools should recognise the particular needs of pupils who are adopted, fostered, or who may be young carers, appreciating that roles and

responsibilities within families vary considerably. Our approach acknowledges that families come in many forms, and pupils will learn to respect and value all types of families that provide love, care and support.

Trust Alignment

This policy is linked to Pledge 1 of the Trust's Strategic Plan and the strategic priority: *High quality and inclusive education that ensures excellent outcomes for all children.*

Other Related Policies

This policy should be read in conjunction with the following national & Trust policies:

- Keeping Children Safe in Education (statutory guidance) KCSIE 2026
- Working together to safeguard children Working together to safeguard children
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (for introduction September 2026)
- Early years foundation stage (EYFS) statutory framework - GOV.UK The safeguarding and welfare requirements in section 3 cover children from 0-5 and therefore schools must follow this for children in reception year
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) Respectful School Communities Self-Review and Signposting Tool (educateagainsthate.com)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) Behaviour in schools - GOV.UK (www.gov.uk)
- Equality Act 2010 and schools Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)
- Technical guidance for schools in England
- Alternative provision (statutory guidance)
- SEND code of practice: 0 to 25 years (statutory guidance) SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
- Mental Health and Behaviour in Schools (advice for schools) Mental health and behaviour in schools - GOV.UK (www.gov.uk)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) Preventing bullying - GOV.UK (www.gov.uk)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts) Advice and guidance | Equality and Human Rights Commission (equalityhumanrights.com)
- 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) Promoting fundamental British values through SMSC - GOV.UK (www.gov.uk)
- Domestic Abuse (statutory guidance)

- Teaching online safety in schools
- Guidance for schools on colleges on gender questioning children (currently in draft, to be finalised after consultation) https://consult.education.gov.uk/equalities-political-impartiality-anti-bullying-team/gender-questioning-children-proposed-guidance/

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE jigsaw-making-connections.pdf (windows.net)

- Jigsaw PSHE 3-11 mapping document jigsaw-pshe-3-11-rshe-2026-mapping-document-april-2026.pdf
- Jigsaw PSHE knowledge content snapshot pshe-3-11-knowledge-content-snapshot-overview.pdf
- Jigsaw guide for parents and carers jigsaw-information-leaflet-for-parents-and-carers-2026.pdf
- What does Jigsaw PSHE 3-11 teach about LGBT+ relationships https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/sdmpsrnr/lgbt-parent-leaflet-a4-2023.pdf

Monitoring

This policy is owned the Trust Wide Lead for Teaching and Learning and will be subject to annual review by the Board of Trustees. As part of this annual review, the Regional Hub Director will provide a report to Trustees on the impact of the policy.