



Relationships Sex and Health Education Policy

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Related school policies

- Curriculum and PSHE Policies
- SEN and Inclusion Policy
- Safeguarding and Child Protection Policy
- Behaviour and Anti Bullying Policies
- Online Safety Policy
- Equality and Accessibility Policies
- Complaints Policy

1. Introduction

1.1 Jasmine Hall is an independent special school for pupils aged 11–18 with EHC plans. Our pupils have a range of communication, learning, sensory, social, emotional and mental health needs. Relationships, sex and health education (RSHE) is planned to protect their rights, strengthen understanding and support safe, fulfilling relationships and preparation for adulthood.

1.2 Our approach reflects the UN Convention on the Rights of the Child, including best interests (Article 3), access to suitable information (Article 17) and protection from sexual abuse (Article 34). Pupils receive accessible information and support to recognise harm, make informed choices and seek help.

2. Policy purpose

2.1 This policy explains the definition, aims, curriculum, teaching approaches and safeguarding arrangements for RSHE. It gives pupils, parents, staff and those responsible for governance a shared understanding and a practical framework for delivery. The policy is published on the school website and a free copy is available on request.

2.2 RSHE addresses emotional, social and physical development, relationships, sex, sexuality and sexual health. It combines accurate knowledge with skills and values for respectful, enjoyable and non-exploitative relationships and safety online and offline. Relevant learning is coordinated through PSHE, science and other subjects; health and wellbeing form part of our PSHE provision.

2.3 The curriculum is regularly evaluated with pupils, families and staff. Teaching strengthens self-esteem, communication and the skills to manage relationships, as well as biological understanding.

3. Legal requirements

3.1 Jasmine Hall provides relationships and sex education for pupils receiving secondary education under paragraph 2A of the Education (Independent School Standards) Regulations 2014, as amended by the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019. The proprietor must have regard to the revised DfE RSHE statutory guidance in force from 1 September 2026.

3.2 The independent school requirements for PSHE, preparation for life in British society and spiritual, moral, social and cultural development also apply. The separate statutory health education requirement for maintained schools and academies does not apply to a non-academy independent school. Jasmine Hall includes physical health and mental wellbeing within its compulsory PSHE provision and uses the DfE health guidance as a planning reference.

3.3 Independent schools are not required to follow the National Curriculum. Jasmine Hall provides appropriate science and RSHE within its curriculum. Subject responsibilities and the sex education from which withdrawal may be requested are clearly identified in plans.

3.4 Relevant duties also arise from the Equality Act 2010, applicable safeguarding legislation, KCSIE 2026, Working Together to Safeguard Children 2026 and the Independent School Standards. The Public Sector Equality Duty is not applied automatically solely because placements are LA-funded. Inspection is informed by Ofsted's September 2026 independent school toolkit.

3.5 The school provides continuing age-appropriate learning in Key Stage 5 to reinforce knowledge, independence, healthy relationships and preparation for adulthood. Expectations are tailored to students' prior learning and needs; sixth-form college exemptions are not assumed to exempt the school's provision.

Relationships and sex education

- Families and caring relationships
- Respectful relationships including friendships
- Online relationships and media
- Being safe and seeking help
- Intimate relationships and sexual health

Teaching includes the relevant facts and law, respectful relationships, consent and boundaries. Puberty and menstruation are taught sensitively and early enough to prepare pupils for changes to their bodies and those of their peers.

Physical health and mental wellbeing

- Mental wellbeing and recognising when help is needed
- Internet safety and online harms
- Physical health fitness and healthy eating
- Drugs alcohol tobacco and vaping
- Health prevention and access to services
- Basic first aid
- The changing adolescent body

SMSC is supported through PSHE, assemblies, themed activities and whole-school practice. These opportunities reinforce planned teaching; they do not replace the sequenced RSHE curriculum.

4. Aims and objectives

4.1 Our aim is to give pupils knowledge, skills and values for safe, fulfilling relationships and informed decisions about health and wellbeing. Teaching supports physical, emotional and moral development, respect for self and others and confidence as pupils move towards adulthood.

4.2 The programme is an entitlement for all pupils. Staff build a shared understanding of its purpose and use inclusive, accessible approaches matched to age, development, maturity and individual needs. Pupils practise communication, recognising boundaries, making choices and asking trusted adults for support.

Values underpinning the programme

- Respect for others' backgrounds cultures beliefs feelings and sexual orientation
- The right to hold views while respecting the rights of others
- Responsibility for personal actions and understanding their consequences
- The right to protection from abuse exploitation and coercion
- Accurate information and awareness of others' feelings
- Stable caring relationships mutual support cooperation honesty and self-respect

5. Ethos and environment

5.1 Teachers present accurate information and relevant law, distinguish fact from opinion and avoid allowing personal beliefs to determine teaching. Resources are evidence-informed, suitable for the group and checked against current guidance. Respectful discussion allows pupils to express views within clear boundaries against discriminatory or abusive language.

5.2 The school consults parents when developing and reviewing this policy, seeks pupil views through accessible discussion and Student Voice, and involves staff and those responsible for governance. The proprietor records approval after consultation. Consultation does not give a right to veto required teaching.

5.3 Parents receive advance information about planned topics, particularly sex education, and can ask questions, discuss adaptations and view all materials used. A representative selection is made available proactively. Copyright affects how resources are shared and cannot be used to refuse access; authorship and lawful restrictions on further copying are explained. External provider agreements must permit this access.

5.4 Staff receive induction, regular subject CPD and training where needed, including Life Lessons professional development and input from suitably trained practitioners. Staff feedback informs support and training priorities.

5.5 The programme considers family circumstances, culture, religion, ethnicity, sex, sexual orientation, disability, care experience and other relevant needs. Materials include different family structures and healthy same-sex relationships within the planned curriculum. Teaching challenges prejudice and avoids stereotypes.

5.6 Pupils learn accurate facts and law about biological sex and the protected characteristic of gender reassignment, with respect for everyone's dignity and rights. Contested views about gender identity are not presented as established fact or endorsed through teaching. Staff avoid reinforcing stereotypes or presenting social transition as a simple response to distress, and follow current guidance and safeguarding procedures when individual concerns arise.

6. Specific issues and safeguarding

6.1 Staff use correct anatomical terminology, including vulva, vagina, penis and testicles, in accessible teaching. Slang may be explained where necessary to help a pupil understand a question or concern; staff model respectful language and challenge sexist, homophobic, biphobic, transphobic or disability-related abuse. Pupils learn that terms such as "gay" must not be used as insults.

6.2 Pupils with SEND receive planned adaptations, such as visual prompts, AAC, symbols, repetition, concrete examples, supported discussion and practical rehearsal. Age-appropriate essential knowledge is maintained; a younger developmental level is not used automatically to withhold information about puberty, consent or safeguarding. Staff consider the pupil's lived experience and emerging risks.

6.3 Lessons establish clear ground rules: pupils are not required to share personal experiences; examples are usually fictional or distanced; questions can be asked privately or anonymously; and support is available if a topic causes distress. Teachers check vocabulary and understanding rather than assume agreement or consent from silence or compliance.

6.4 Disclosures and concerns are handled under the Safeguarding and Child Protection Policy and KCSIE 2026. Staff listen, reassure, avoid leading questions, record the pupil's words and report promptly to the DSL. Staff must not promise secrecy, investigate allegations during a lesson or arrange mediation for sexual abuse.

6.5 The programme helps pupils recognise sexual harassment, sexual violence, exploitation, coercion, grooming and online abuse. These concerns are never normalised as banter. Staff assess immediate safety and support all affected pupils through the safeguarding process, review relevant plans and involve agencies where appropriate.

6.6 Staff understand the distinction between concern about FGM risk and a known case. Teachers have a personal duty to report to police when, in their professional work, a girl under 18 discloses that FGM has been carried out or they observe physical signs appearing to show this. Staff do not conduct examinations. Suspected risk and other concerns are referred through safeguarding procedures; immediate danger is escalated without delay.

6.7 Pupils understand confidentiality limits before sensitive discussion. Information is shared on a need-to-know basis to protect them and provide support, using lawful safeguarding arrangements. Parents are ordinarily involved, but the DSL considers any risk created by sharing information and follows safeguarding guidance.

7. Outline of delivery

7.1 RSHE is delivered through PSHE teaching, form tutors and other teachers with appropriate training, supported where relevant by external agencies. Individual therapeutic support can reinforce learning but is not a substitute for the taught curriculum.

7.2 Learning is coordinated across subjects, including science, English and humanities, and through form time, targeted groups, individual support and themed or collapsed-timetable days. Planned lessons can use quizzes, case studies, research, suitable videos, small-group discussion and carefully designed role play. Activities must respect privacy and never require pupils to act out sexual or abusive situations.

7.3 Teaching builds from assessed understanding, revisits key concepts and supports application to real situations. Pupils can use different means to demonstrate learning and are supported to participate safely and confidently.

8. Curriculum content

8.1 Life Lessons resources support the programme. The school remains responsible for checking that the chosen materials and sequence meet current guidance and pupil needs; use of a commercial programme alone does not establish compliance. Medium-term plans are held electronically in the staff area and in the PSHE folder, with clear objectives, adaptations and assessment opportunities.

8.2 Curriculum planning maps the required secondary RSE content and the chosen health and wellbeing provision across Key Stages 3, 4 and 5. It records when topics are introduced, revisited and assessed, including appropriate responses to new needs. Staff inform parents of significant changes in teaching away from the published plan.

Key knowledge developed through the programme

- Friendship family relationships respect and equality; boundaries consent and recognising pressure or coercion

- Puberty reproduction contraception pregnancy choices and sexually transmitted infections; reliable advice and services
- Online privacy image sharing pornography grooming sextortion and harmful AI-generated imagery; recognising misinformation and how to report concerns
- Abuse domestic abuse sexual harassment exploitation FGM forced marriage and other relevant risks; the law and trusted sources of help
- Mental and physical wellbeing sleep nutrition exercise substance risks and basic first aid; managing distress and seeking appropriate support

Sensitive topics are sequenced with care, using current guidance and assessed age and stage suitability. Teaching about self-harm or suicide focuses on recognising distress and seeking help and excludes descriptions of methods. Pupils are not shown pornography or harmful sexual imagery. Additional safeguarding needs lead to appropriately planned support rather than unplanned exposure to unsuitable content.

9. Monitoring

9.1 Teachers assess knowledge, understanding and application through formative checks, pupil self-assessment, teacher observation and suitable peer activities. Assessments do not seek details of pupils' personal sexual experiences or require private disclosures.

9.2 The PSHE Lead reviews plans, resources, teaching, work and pupil feedback with the Headteacher. Monitoring checks progression, accessibility, gaps in knowledge, response to emerging risks and the impact of teaching. Findings inform CPD and curriculum changes and are reported through school governance arrangements.

10. Working with outside agencies

10.1 Suitably experienced visitors may contribute specialist knowledge. The school checks credentials, safeguarding arrangements, suitability and proposed resources and lesson plans before booking. Visitors follow the school's policy and referral arrangements; a school member of staff supervises delivery and remains responsible for the pupils.

10.2 Visitors must understand confidentiality boundaries and avoid unapproved, partisan, promotional or unsuitable content. External input is integrated into the curriculum and evaluated afterwards. Parents can view visitor materials through the same access arrangements as school materials.

11. Related policies

11.1 This policy is read alongside the Curriculum and PSHE Policies, SEN and Inclusion Policy, Safeguarding and Child Protection Policy, Behaviour and Anti Bullying Policies, Online Safety Policy, Equality and Accessibility Policies and Complaints Policy.

12. Parental requests for withdrawal

12.1 Parents may request withdrawal from some or all of the sex education element of statutory RSE. They should contact the Headteacher, Nathan Slater, preferably in writing; an accessible discussion or request is also accepted. The school clarifies exactly which teaching the request covers, listens to the parent and pupil where appropriate and discusses the educational and safeguarding implications.

12.2 Withdrawal is normally granted following discussion, unless exceptional circumstances justify refusal under the guidance. SEND alone is not a reason to refuse or accept a request

automatically; individual circumstances are considered and the decision and reasons are recorded and explained.

12.3 From three terms before a pupil's 16th birthday, the pupil can opt back into sex education despite a parental request. Staff explain this option accessibly and arrange teaching if the pupil wishes to receive it.

12.4 Withdrawal arrangements do not extend to relationships education or the school's health and wellbeing education. Plans distinguish factual science teaching from sex education delivered as part of RSE. Requests are considered according to the content being taught, rather than the subject or lesson title; the school does not relabel sex education to avoid a legitimate withdrawal request.

12.5 A withdrawn pupil receives purposeful alternative education and appropriate supervision. Staff respect privacy, do not stigmatise the pupil and manage questions discreetly: a response may be given individually or referred to the Headteacher or parent where suitable, while safeguarding information and action are never withheld. Requests or disagreement can be considered through the Complaints Policy.

13. Roles and responsibilities

13.1 The proprietor ensures the written policy, consultation, approval and effective provision meet applicable requirements. The Headteacher oversees implementation, parental withdrawal decisions, staffing, resources and review.

13.2 Leanne Slater, PSHE Lead and Inclusion Lead, coordinates the programme, supports staff, checks accessibility and progression and gathers pupil and parent feedback. Class teachers plan adaptations and assess learning. The DSL and deputy DSLs advise on safeguarding and ensure concerns receive the appropriate response.

14. Policy review

14.1 This policy is reviewed annually and sooner when guidance, pupil needs or safeguarding concerns require. The next scheduled review is September 2027. Parents are consulted on development and review and approval is recorded by the proprietor.

Source references

Independent School Standards guidance April 2026

<https://www.gov.uk/government/publications/regulating-independent-schools>

KCSIE 2026

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Ofsted independent school inspection toolkit September 2026

<https://www.gov.uk/government/publications/independent-school-inspection-toolkit-operating-guide-and-information>

DfE RSHE guidance in force September 2026

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Working Together to Safeguard Children 2026

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

SEND Code of Practice January 2015

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

FGM mandatory reporting procedural information

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>