



Relationships, Sex & Health Education (RSHE) Policy

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1. Introduction

Jasmine House School is a special school for young people with an Education, Health and Care (EHC) Plans who face barriers to their learning. Barriers may include: autism; communication difficulties; associated challenging behaviours; or other sensory based learning difficulties. Our school supports the need of all of our pupils with their rights being protected with a focus on: Best interests of the child – the best interests of the child must be the top priority in all things that affect children (Article 3). Access to information – every child has access to information. It is important that the information that they receive is not harmful. (Article 17) Protection from sexual abuse – providing an education that allows young people to identify unhealthy and abusive relationships. (Article 34)

2. Policy Purpose

The purpose of a whole school Relationships, Sex and Health Education policy is to:

- Explain the definition, aims and objectives of RSHE.
- Describe what we teach and the approaches we use.

This policy helps ensure that the whole school community (pupils, parents/carers, staff, and governors) have a shared understanding of this important area of the curriculum. It is accessible to all stakeholders on the school website or by request. As a school which values personal development in our children and young people, we ensure our RSHE is up to date and regularly evaluated. This is a working document which provides guidance and information on all aspects of RSHE and aims to provide a secure framework within which staff can work.

The term Relationships, Sex and Health Education, RSHE, is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

Definition:

Relationships, Sex and Health Education allows pupils to learn about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSHE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

3. Legal requirements

The sex education contained in National Curriculum science is compulsory in all schools. As a school we have the flexibility to design and plan age -appropriate subject content, which meets the needs of all pupils. The curriculum covers puberty, including menstruation which is delivered, where possible before onset, this helps to ensure that all male and female pupils are prepared for changes they and their peers will experience.

All RSHE lessons are designed in accordance with the latest government guidance, (Relationships Education, RSE and Health Education 2019) delivered as part of our PSHE education.

3.1 Relationships and Sex Education (Secondary)

Relationships and Sex Education in Key Stages 3,4 & 5 is designed to provide young people with the information that they need to develop healthy, nurturing relationships of all kinds, not just intimate relationships. The lessons do not encourage early sexual experimentation, but develop knowledge of safer sex and sexual health. All staff provide information in a non-judgmental, factual way, allowing scope for pupils to ask questions in a safe environment. By the end of Key Stage 4/5 students will have covered the following topics, as part of the curriculum:

- Families
- Respectful relationships, including friendships
- Online and Media

- Being Safe
- Intimate and sexual relationships, including Sexual Health

Also covered in the curriculum is what the law says about sex, relationships and young people, as well as broader safeguarding issues. This element of the curriculum is key in informing pupils what is right and wrong, in accordance with the law, as well as offering a deeper understanding of appropriate relationships.

3.2 Physical Health and Mental Wellbeing

The aims of teaching pupils about physical health and mental wellbeing is to ensure that they have the information that they need to make good decisions about their own health and wellbeing. The teaching promotes the pupils' self-control and ability to self-regulate, and strategies for doing so. There is also a focus on reducing the stigma attached to health issues, in particular those to do with mental wellbeing. All health and well-being lessons are age appropriate and tailored to the needs of our pupils. All pupils have access to lessons in the following areas:

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing adolescent body

3.3 Spiritual, moral, social and cultural development

The SMSC provision in school provides opportunities, responsibilities and experiences to support in later life, as part of the PSHE curriculum. Through a whole school approach, offering themed days and targeting current focus areas, we are able to further educate pupils in RSHE away from the classroom environment.

4. Aims and Objectives

The aim of RSHE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing. Effective RSHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing. Effective RSHE is essential if young people are to make responsible and well-informed decisions about their lives. It helps support young

people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

The Relationships, Sex and Health Education (RSHE) policy is underpinned by the ethos and values of our school, and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community, to ensure a shared understanding of RSHE and the underpinning values and to deliver an effective programme that meets the needs of our pupils. Jasmine House explores/teaches RSHE within the following morals and values framework based on the following principles:

- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- The right of people to hold their views within the boundaries of respect for the rights of others.
- The acceptance of the responsibility for and the consequences of personal actions.
- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about relationships.
- An awareness of the way another person feels.
- The value of stable loving relationships.
- Mutual support and co-operation.
- Honesty and openness.
- Self-respect.

5. Ethos and environment

5.1 Global statement

Documents on which the policy has drawn – key reference documents:

- Relationships Education, Relationships & Sex Education (RSE) and Health Education (2019, updated 2021)
- Sexual violence and sexual harassment between children in schools and colleges (2017, updated 2021)
- Sex and relationship Guidance (SRE) for the 21st Century: Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000).
- Multi-agency practice guidelines: Female Genital Mutilation (2016, updated 2021).
- DCSF Sex and Relationships Guidance (0116/2000).
- The Equality Act 2010 and schools (DfE 2014b).
- Keeping Children Safe in Education (2025).

Jasmine House will follow best practice by ensuring that the personal beliefs and attitudes of teachers will not influence their teaching of RSHE lessons.

5.2 How and to whom will the policy be shared and consulted amongst in the Whole School:

Dissemination and consultation/review of policy include:

- Consultation with wider school community.
- Review of RSHE curriculum content with staff and pupils.
- Pupil focus groups or Student Voice.
- Consultation with school governors.
- Consultation with parents/carers.

The policy will be shared with all parents directly and is available on the website.

5.3 How and to whom will the policy be shared and consulted amongst the Whole School:

- How they are informed and consulted.
- Confidentiality for parents/carers.
- Role of parents/carers.
- Access to resources.
- Right to withdraw (Parents may only withdraw pupils from non-statutory Sex Education, not from Relationships or Health Education).

Parents and carers have an especially important role to play in supporting PSHE/RSHE education. Jasmine House is confident that the school's programme compliments RSHE across the school. To enable this, parents are invited to read the policy and input into the RSHE programme, where necessary and appropriate. Teaching resources could be shown and opportunities will be given for discussion and questions. Before any year group embarks upon its RSHE programme, parents/carers are informed by letter of their right to withdraw their child from RSHE lessons and given an overview of the topics the child will be covering. Parents/carers are also reminded that they can have a copy of the school's RSHE Policy on request and that they can view any teaching resources being used in the delivery of RSHE.

5.4 CPD for staff:

Jasmine House ensures RSHE/PD CPD for staff, through:

- Opportunities to undertake any training required to teach effectively. Effective use of the CPD platform on Life Lessons.

- CPD by trained practitioners to take place for staff involved in teaching the subject.
- Surveys of all staff with regard to RSHE content and support required.

5.5 Statement of Jasmine House commitment to equal opportunities and inclusion, with reference to the Inclusion and Equal Opportunities Policies:

Jasmine House considers the needs of different groups within the school. (Gender, varying home backgrounds, Sexuality, SEN, LAC, Faith, Ethnicity and Culture etc.) The programme is differentiated at point of delivery by trained staff, so that it is appropriate to pupils age, ability, gender and maturity.

We aim to ensure all pupils are treated fairly, with no discrimination or bullying on grounds of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability, or any of the protected characteristics. The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination.

Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender and any other groups (LGBTQ+), however they choose to identify. Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

6. Specific issues, including vulnerable groups

6.1 Language used:

All staff will:

- Openly teach pupils what 'slang' words mean (where appropriate) and that some are offensive.
- Use inclusive language (such as partner instead of boyfriend/girlfriend).
- Use correct terminology as this is deemed good practice.
- Avoid the use of any slang.

It is good practice to use medically correct terms for genitalia and sexual parts of the body, for example: vulva, vagina, penis and testicles. Ofsted provides full support for this approach and have raised concerns that some schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours. The use of respectful language which challenges

sexism, homophobia and other forms of prejudice can be established in RSHE and will have benefits for the whole school community, both in and out of lessons. At Jasmine House staff are trained to challenge homophobic language in school and pupils at primary and secondary level are taught that using the word 'gay', to mean something is rubbish is wrong. See also 'The LGBT Issue' e-magazine for inclusive RSHE and challenging homophobia biphobia and transphobia (Sex Education Forum, 2014).

6.2 Safeguarding

Some issues may result in children and young people making disclosures which will be addressed in line with school safeguarding policy and procedures. RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. All schools have responsibilities for safeguarding and a legal duty to promote pupil well-being. Updated government safeguarding guidance is available (Sexual violence and sexual harassment between children in schools and colleges, 2021) and includes a section on the importance of education in preventing sexual violence and sexual harassment, as well as challenging a culture of sexual harassment. There is school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions in place. The reporting of incidents of sexual harassment, sexual abuse and sexualised language in school is carried according to the procedure in school. Any pupils who are reported in this way will then have their risk assessment adjusted accordingly.

There are further government updates available (Keeping Children Safe in Education, 2025), that includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday, especially during the transition from primary to secondary school, is thought to be a key risk time for FGM.

See also the government Multi-agency practice guidelines: Female Genital Mutilation (2014), which includes a section for schools. Staff in school are aware of the need to report to the police any signs of FGM on pupils under the age of 18 years old. The entire staff team play an important role in ensuring Jasmine House School meets these requirements through: staff training and awareness, daily support in school to pupils, parents/carers and staff, and liaison with external agencies.

6.3 Confidentiality

Staff will follow school's policy with regard to confidentiality. Pupils should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff. A member of staff cannot promise confidentiality if concerns exist.

7. Outline

Jasmine House delivers the RSHE programme through:

- Specialist PSHE teaching
- Form tutors (with appropriate training).
- All teachers (with appropriate training).
- 1:1 therapy in school.
- External agencies used, where appropriate, to enhance programme.

Jasmine House teaches RSHE through:

- Delivery across the curriculum e.g. biological aspects through the Science curriculum and other aspects through PSHE, English, Humanities etc. as appropriate.
- Including and comprising of, but not limited to: quizzes, case studies, research, role play, video and small group discussion.
- A wide range of teaching methods can be used to enable students to actively participate in their own learning.
- Embedding within the PSHE Curriculum at a whole school level.
- Opportunities for each year group in form tutor time.
- Specific groups or individuals identified.
- Enhanced collapsed timetable days.

8. Content

The Life Lesson 's Programme of Study document covers the key concepts, skills and topics at different key stages which should be covered as part of a comprehensive programme.

[Downloadable Resources Archives - Life Lessons](#)

Jasmine House's Medium-Term Plans provide further detail of the content delivered to the children and young people. These are available electronically on the staff area and physically in the PSHE folder.

9. Monitoring

Teaching and learning of RSHE will be assessed by:

- Student self-assessment
- Assessment for learning
- Teacher Assessment
- Peer Assessment

10. Working with outside agencies

Jasmine House may use the expertise of outside agencies, if necessary.

Appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSHE.

11. Other related policies

- Curriculum Policy
- Safeguarding and Child Protection Policy (in line with *Keeping Children Safe in Education, 2025*)
- Non-association independent school's handbook