



Jasmine House School

Relationships, Sex and Health Education (RSHE) Policy

Policy updated	September 2026
Next scheduled review	September 2027
Policy owner	Jordan Handley
Review arrangements	Earlier review if legislation, statutory guidance or school arrangements change

1. Purpose and statutory position

This policy sets out Jasmine House School's approach to Relationships and Sex Education (RSE) and the related health and wellbeing content taught through PSHE. The school uses the term RSHE to describe the connected programme delivered to pupils.

Relationships and Sex Education is compulsory for pupils receiving secondary education, including in independent schools. Jasmine House has regard to the Department for Education's revised statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance in force from 1 September 2026.

The separate statutory Health Education requirement in the 2019 Regulations does not apply to independent schools. Jasmine House nevertheless provides health education as part of its compulsory PSHE and wider curriculum under the Independent School Standards and uses the relevant health sections of the DfE guidance to inform age- and developmentally-appropriate planning.

2. Legal and regulatory framework

- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Education (Independent School Standards) Regulations 2014, as amended, including paragraph 2A and the PSHE requirements in paragraph 2(2)(d).
- DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, in force from 1 September 2026.
- Education Act 1996, including section 403.
- Equality Act 2010.
- Keeping Children Safe in Education 2026.
- SEND Code of Practice: 0 to 25 years.

3. Aims

- give pupils accurate knowledge about relationships, bodies, sexual health, consent, safety and the law;
- support pupils to build respectful, healthy and non-exploitative relationships;
- develop communication, self-advocacy, decision-making and help-seeking skills;
- help pupils recognise unsafe, abusive, coercive or discriminatory behaviour, including online;
- prepare pupils for the opportunities, responsibilities and experiences of adult life; and
- promote respect for others, including people with protected characteristics, while teaching sensitive issues factually and impartially.

4. Curriculum content

The detailed sequence is set out in the school's PSHE/RSHE curriculum and medium-term planning. Content is drawn from the DfE statutory guidance and the school's Life Lessons programme and is adapted to pupils' needs.

- families and different types of committed relationships;
- respectful relationships, including friendships, boundaries, bullying, harassment and discrimination;
- online relationships, media literacy and online safety;
- consent, privacy, personal space and being safe;
- intimate and sexual relationships, including sexual health, contraception and sexually transmitted infections at an appropriate stage;
- the law relevant to sex, relationships, consent, exploitation, abuse and harmful behaviour;
- puberty and changing bodies, including menstruation;

- mental wellbeing, physical health, healthy lifestyles, drugs, alcohol, tobacco/vaping, health prevention and first aid through PSHE and wider curriculum; and
- how to seek help from trusted adults, services and professionals.

5. SEND, developmental stage and accessibility

Jasmine House teaches pupils according to need and developmental readiness as well as chronological age. This is particularly important in a specialist setting where pupils in the same class may be working at different developmental stages. Adaptation will not be used to deny pupils essential safeguarding knowledge or lower expectations unnecessarily.

Teachers will use accessible language, visual supports, repetition, pre-teaching, social narratives, concrete examples, supported discussion and individual teaching where appropriate. Content may be revisited more than once as understanding and independence develop.

Pupils will normally learn together. The school may use smaller or single-sex groups for a particular sensitive element where there is a clear educational, safeguarding or therapeutic rationale, but separation will not be automatic and will not prevent pupils from learning knowledge that is relevant to understanding their own and others' experiences.

6. Equality, respect and protected characteristics

RSHE is taught in accordance with the Equality Act 2010. Pupils are taught to respect other people and to understand that discrimination, harassment and abuse are unacceptable. Teaching about sexual orientation and gender identity will be factual, age- and developmentally appropriate, sensitive and respectful, in line with the statutory guidance and the school's duties under the Equality Act.

Staff will not promote partisan political views and will ensure that political issues, where they arise, are presented in a balanced way.

7. Safeguarding and confidentiality

RSHE is an important part of safeguarding education. Staff will create a safe learning environment, establish clear ground rules and remind pupils that adults cannot promise confidentiality where a safeguarding concern arises.

Any disclosure or concern about abuse, exploitation, harmful sexual behaviour, child-on-child abuse, sexual harassment, online abuse, FGM or other safeguarding risk will be managed in accordance with Keeping Children Safe in Education 2026 and the school's Safeguarding and Child Protection Policy. Staff will report concerns to the Designated Safeguarding Lead without delay.

8. Parents, carers and consultation

The school recognises parents and carers as important partners in RSHE. The school will consult parents/carers when developing and reviewing this policy, make the policy available free of charge and publish the current policy on the school website.

Parents/carers will be given information about curriculum content and may request to see the resources used to support teaching, subject to safeguarding, copyright and appropriate handling of sensitive materials.

9. Right to request withdrawal from sex education

Parents/carers may request that their child is withdrawn from some or all of the sex education delivered as part of RSE, other than content taught as part of the science curriculum. There is no right to withdraw a pupil from relationships education.

A withdrawal request should be made to the Headteacher. The Headteacher will normally discuss the request with the parent/carer so that the school's approach and the reasons for the request are understood. Unless there are exceptional circumstances, a parental request for withdrawal from sex education will be respected until three terms before the pupil turns 16.

From three terms before the pupil turns 16, if the pupil wishes to receive sex education, the school will make arrangements for this to happen. Pupils will be made aware of this right. Where a pupil is withdrawn, the school will provide appropriate, purposeful education during the period of withdrawal.

10. Delivery and external contributors

RSHE is delivered principally through PSHE, with relevant content also taught through science, computing, English, humanities, JHS 101, safeguarding education and other curriculum opportunities. Staff delivering content will be appropriately prepared and supported.

External agencies or visitors may enhance provision but do not replace teacher-led curriculum responsibility. Leaders will check the suitability of the organisation, contributor and resources in advance, ensure that content aligns with this policy and safeguarding requirements, and remain responsible for the lesson.

11. Monitoring and evaluation

The Headteacher and relevant curriculum leaders monitor RSHE through curriculum review, teaching and learning quality assurance, pupil voice, staff feedback, safeguarding information and review of whether pupils can understand and apply key knowledge. Provision is adjusted in response to pupils' emerging needs and changes in statutory guidance.

12. Review and consultation record

This policy will be reviewed at least annually and sooner if statutory guidance changes. The school will retain evidence of parent/carer consultation when the policy is developed or materially reviewed.