



Relationships and sexual health education policy

Created	September 2021
Reviewed	September 2022
Reviewed by	Daniel Pallett
Ratified by	Ali McGregor
To be reviewed	September 2023

1. Aims

The aims of relationships and sex education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As an independent secondary SEN school we must provide RSHE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Jasmine House School we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

Relationship's education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Online relationships
- Being safe
- Respectful relationships, including friendships
- Online and media
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSHE policy and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSHE.

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way

- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-science components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school RSHEs or sexual health professionals, to provide support and training to staff teaching RSHE.

10. Monitoring arrangements

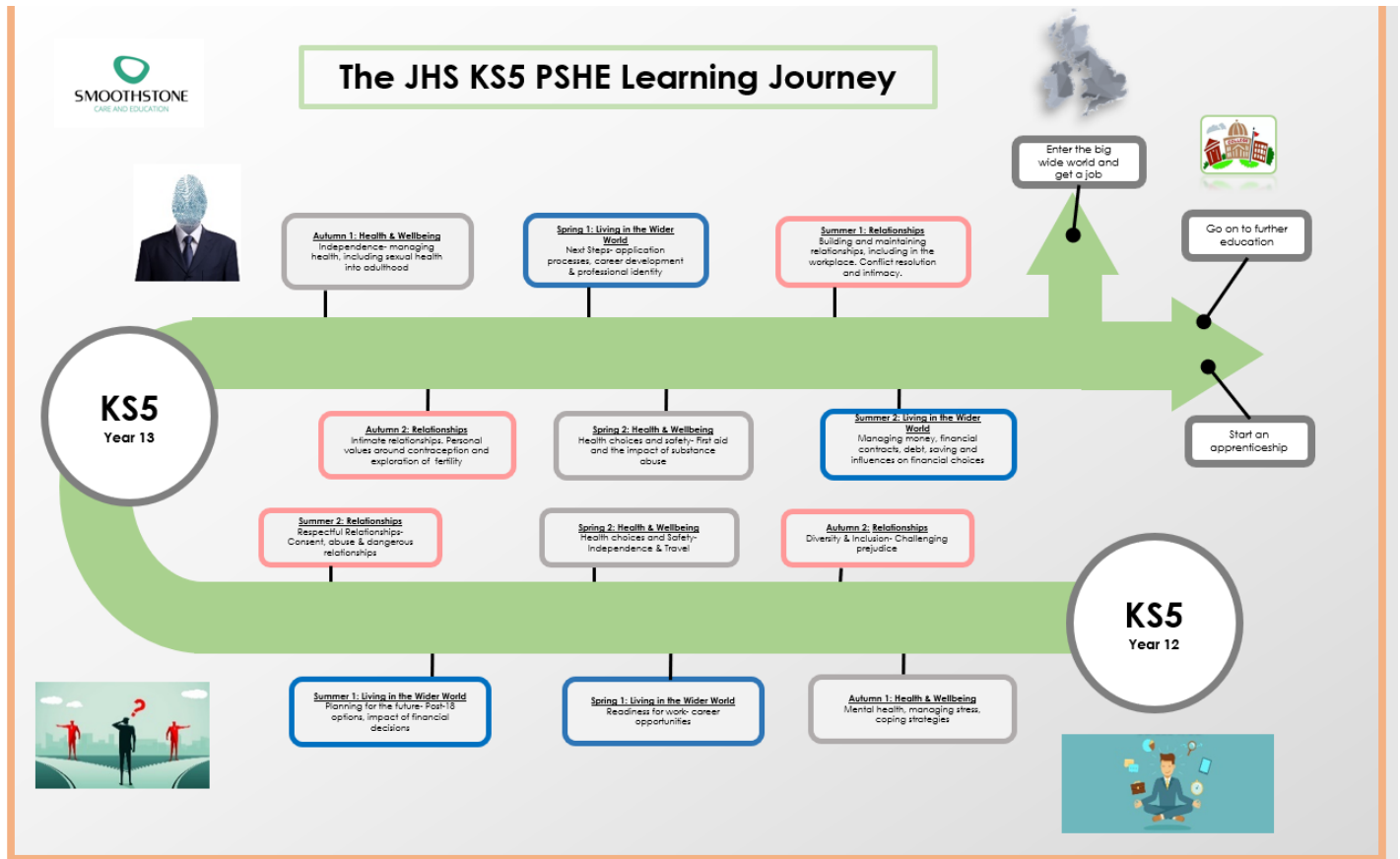
The delivery of RSHE is monitored by Ali McGregor through:

- Planning scrutiny
- Work scrutiny
- Engagement
- External moderation
- Lesson feedback sessions

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Ali McGregor annually. At every review, the policy will be approved by the governing board the headteacher.

Appendix 1



The JHS PSHE Learning Journey



Enter the big wide world and get a job

Go on to further education

Start an apprenticeship

KS4
Year 11

Autumn 1: Health & Wellbeing
Stress management

Spring 1: Living in the Wider World
Application processes for further education

Summer 1: Relationships
Families, pregnancy and marriage

Autumn 2: Relationships
Assertive communication, relationship challenges and abuse

Spring 2: Health & Wellbeing
Responsible health choices

Summer 2: Preparing to Live in the Wider World
Leave JHS

Summer 2: Relationships
Communities, belonging and challenging extremism

Spring 2: Health & Wellbeing
Influence and impact of drugs, gangs, role models and the media

Autumn 2: Relationships
Sex expectations, myths and challenges

KS4
Year 10



Summer 1: Living in the Wider World
Financial decision making: debt, gambling and advertisements

Spring 1: Living in the Wider World
Preparation and evaluation of work experience, and readiness for work

Autumn 1: Health & Wellbeing
Mental health, stigma and transition

Autumn 1: Health & Wellbeing
Alcohol and drug misuse: pressures relating to drug use, Gang exploitation

Spring 1: Living in the Wider World
Equality opportunities in careers, Goal setting and aspirations

Summer 1: Living in the Wider World
Employability and online presence

KS3
Year 9

Autumn 2: Relationships
Conflict resolution and relationship changes/family and parenting issues

Spring 2: Health & Wellbeing
Body image, Lifestyle balance and diet, mental health and emotional wellbeing

Summer 2: Relationships
Gender identity, sexual orientation, contraception and consent

Summer 2: Relationships
Building relationships: boundaries, romance and self-worth

Spring 2: Health & Wellbeing
Healthy routines: puberty, influences on health and contact

Autumn 2: Relationships
Diversity, prejudice and bullying



KS3
Year 8

Summer 1: Living in the Wider World
Saving, borrowing, budgeting and financial choices/digital literacy

Spring 1: Living in the Wider World
Careers, teamwork and enterprise skills

Autumn 1: Health & Wellbeing
What affects mental health? Loss and bereavement

Autumn 1: Health & Wellbeing
Transition in secondary school, The Red Cross: Basic first aid

Spring 1: Living in the Wider World
Valuing diversity, challenging discrimination + evaluating online media

Summer 1: Living in the Wider World
Influences and attitudes to money



BritishRedCross

KS3
Year 7

Autumn 2: Relationships
Civil partnership and marriage + understanding consent

Spring 2: Health & Wellbeing
Human reproduction and birth, Drug use- the law and in the media

Summer 2: Relationships
Expressing our opinions and exploring topical issues

Summer 2: Relationships
Responding to prejudice and discrimination

Spring 2: Health & Wellbeing
Responding to emergencies- Introduction to first aid

Autumn 2: Relationships
Managing friendships and peer influence + physical contact



Pre

Pre
KS3

Summer 1: *Living in the Wider World*
Identifying job interests and aspirations

Spring 1: *Living in the Wider World*
Protecting the environment +
Impact of information online

Autumn 1: *Health & Wellbeing*
Vaccinations and allergies + Personal
Identity

Autumn 1: *Health & Wellbeing*
Maintaining a balanced lifestyle

Spring 1: *Living in the Wider World*
What makes a community and
digital resilience

Summer 1: *Living in the Wider
World*
Making decisions about money

Pre
KS3

Autumn 2: *Relationships*
Positive friendships and respecting
differences

Spring 2: *Health & Wellbeing*
Keeping safe- Medicines and
household products

Summer 2: *Relationships*
Responding to behaviour and
managing confidentiality

Summer 2: *Relationships*
Personal boundaries and the
impact of our behaviour

Spring 2: *Health & Wellbeing*
Safety in the local environment and
unfamiliar places

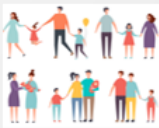
Autumn 2: *Relationships*
What makes a family and
recognising ourselves

Pre
KS3

Summer 1: *Living in the Wider
World*
Different jobs and skills

Spring 1: *Living in the Wider World*
Belonging to a community + Media
Literacy

Autumn 1: *Health & Wellbeing*
Health choices and habits +
Growing and changing



Appendix 2

Dear Parent/Carers,

Schools are required to consult with parents when developing and reviewing their policies for Relationships Education and RSHE, which will inform decisions on when and how certain content is covered. We are writing to inform you that we have recently reviewed our RSHE Policy, which is on the school website for your information and attached to this email.

As you may already be aware, following our consultation letter sent last year, Relationships, Sex and Health Education (RSHE) is part of the National Curriculum. At Jasmine Hall School we offer RSHE as part of our school's PSHE programme. This letter is a reminder that in RSHE next half term, your child will receive lessons on relationships, sexual health and personal safety. For the full RSHE content that we plan to deliver please see the attached RSHE policy.

As previously explained, the purpose of the RSHE curriculum is to provide knowledge and understanding of safe and healthy relationships, based on respect. This is to encourage the development of safe and healthy relationships throughout life. This subject is designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

This letter is a reminder that you **DO** have a right to withdraw your child from the sex education elements delivered as part of RSHE in secondary school, which, unless there are exceptional circumstances, will be granted up to three terms before your child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

If you do **NOT** consent for your child to participate in the sex education elements of the RSHE programme, please complete the withdrawal slip attached and return it to school by **(Date to be added)** Unless withdrawn with a signed slip, all pupils will be offered the full content of our RSHE curriculum. DfE guidance does state, however, that parents/carers have **NO** right to withdraw their child from the 'relationships' elements of the RSHE curriculum at secondary level - we believe the content of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

You are welcome to contact me should you wish to express any concerns, have any queries or to discuss the programme further.

Yours sincerely,

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Child's Name: _____

Date: _____

I/We do NOT consent for my child to participate in sex education, however understand there is no right to withdraw my child from relationships education.

I/We understand that should my child request to receive sex education rather than be withdrawn, the school should arrange for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent and I will be informed when this will take place.

Signed: _____ Print: _____