

Relationships, Sex and Health Education (RSHE) Policy for Just Learn

1. Introduction and Purpose

1.1 Policy Statement

Just Learn Independent School is committed to providing high-quality, age-appropriate Relationships, Sex and Health Education (RSHE) that supports the personal development, well-being, and safety of all pupils. This policy outlines our approach to delivering RSHE in accordance with statutory requirements and our school values.

1.2 Aims

Our RSE curriculum aims to:

- Prepare pupils for the opportunities, responsibilities, and experiences of adult life
- Promote pupils' moral, social, mental, and physical development
- Support pupils to develop positive characteristics, including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness
- Enable pupils to make informed, ethical decisions about their wellbeing, health and relationships, including mental health
- Help pupils understand and identify when things are not right
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Equip pupils with the knowledge and skills to keep themselves and others safe, including online
- Foster respect for all people regardless of their background or protected characteristics

1.3 Legal Framework

This policy has been developed in accordance with:

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, Relationships and Sex Education Statutory Guidance
 - Statutory guidance: Relationships and Sex Education (RSE) and Health Education (DfE, July 2025), which must be followed from September 2026. Relationships and Sex Education Statutory Guidance
 - The Equality Act 2010
 - Keeping Children Safe in Education (KCSIE) 2025
 - The Children Act 1989
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1.4 Status and Review

All schools must have in place a written policy for Relationships Education and RSHE. Schools must consult parents in developing and reviewing their policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve. Relationships Education, Relationships and Sex Education and Health Education

This policy will be reviewed annually and is available:

- On the school website
 - In hard copy from the school office
 - Upon request to any parent, carer, or stakeholder
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2. Roles and Responsibilities

2.1 The Governing Body

The governing body will:

- Ensure the school complies with statutory requirements for RSHE
- Approve the RSHE policy following consultation with parents, pupils, and staff
- Monitor the implementation and effectiveness of the policy
- Ensure adequate resources and training are provided
- Receive appropriate safeguarding and child protection training, including RSHE requirements

2.2 The Headteacher

The headteacher is responsible for:

- Ensuring the policy is implemented effectively
- Managing requests from parents to withdraw pupils from sex education
- Ensuring staff receive appropriate training and support
- Monitoring the quality of RSHE teaching
- Reporting to governors on RSHE provision
- Handling complaints about RSHE in accordance with the school's complaints policy

2.3 RSHE Lead/Coordinator

The RSHE Lead is responsible for:

- Coordinating the RSHE curriculum across the school
 - Supporting staff with planning and delivery
 - Monitoring and evaluating the RSHE curriculum
 - Keeping up to date with developments in RSHE
 - Liaising with external agencies and organisations
 - Leading staff training and development
 - Managing resources and materials
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2.4 All Staff

All staff are responsible for:

- Delivering RSHE in accordance with this policy
- Responding appropriately to pupils' questions
- Following safeguarding procedures if disclosures are made
- Creating a safe, inclusive learning environment
- Modelling positive attitudes and respectful behaviour
- Attending relevant training

2.5 Pupils

Pupils are expected to:

- Engage respectfully with RSHE lessons
- Ask questions when they need clarification
- Respect the views and experiences of others
- Follow the school's behaviour expectations

2.6 Parents and Carers

We recognise that parents are the prime educators for children on many of these matters. Schools complement and reinforce this role, Relationships Education, Relationships and Sex Education and Health Education.

Parents and carers are encouraged to:

- Support the school's RSHE provision
- Discuss RSHE topics with their children at home
- Share any concerns with the school
- Engage with consultation processes
- Attend information sessions about RSHE

3. Curriculum Content

3.1 Overview

High-quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Relationships and Sex Education Statutory Guidance

Our RSHE curriculum is delivered through:

- Dedicated PSHE lessons
- Science lessons (for biological aspects)
- Cross-curricular links where appropriate
- Assemblies and form time
- Enrichment activities and visiting speakers

3.2 Relationships Education (All Pupils)

Our relationships education curriculum covers:

Families and people who care for me

- Different types of families, including single parents, same-sex parents, families without children, and blended families
- The characteristics of healthy family life
- How to recognise if family relationships are making them feel unhappy or unsafe
- How to seek help or advice

Caring friendships

- The characteristics of positive, healthy friendships
- How to recognise unhealthy relationships
- How to manage conflict
- The importance of respecting others, even when they are different

Respectful relationships

- The importance of respecting others
- What does respect mean in different contexts
- Courtesy and manners
- The concept of privacy and boundaries
- That it is not acceptable to tease or bully others
- How stereotypes can be harmful

Online relationships

- How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension. Relationships and Sex Education Statutory Guidance
- The risks of communicating online with people they don't know
- How to recognise and report inappropriate contact
- How information is shared online and can be used by others
- How to take a critical approach to what they see and read online and make responsible decisions about which content is appropriate for them. Relationships and Sex Education Statutory Guidance

Being safe

- What sorts of boundaries are appropriate in friendships and other relationships
- About the concept of privacy and consent
- That each person's body belongs to them
- How to recognise and report feelings of being unsafe
- How to ask for help
- The vocabulary to describe their feelings to others
- The correct names of body parts, Relationships and Sex Education Statutory Guidance

3.3 Sex Education (Secondary Schools)

Relationships and sex education (RSHE) is compulsory for all pupils receiving secondary education. Relationships and Sex Education Statutory Guidance

Our sex education curriculum includes:

By the end of secondary school, pupils will learn about:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be affected by the choices they make in sex and relationships, positively or negatively
- The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause
- That there is a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or to enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy, Relationships Education, Relationships and Sex Education and Health Education

Additional topics include:

- Understanding consent in intimate relationships
- Recognising coercion and sexual harassment
- The impact of pornography on attitudes and behaviours
- Understanding healthy sexual relationships
- How pornography can negatively influence sexual attitudes and behaviours
- How subcultures such as 'incels' might influence our understanding of sexual ethics
- The prevalence of AI-generated sexual imagery and 'deepfakes'

3.4 Health Education (All Pupils)

The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. Relationships and Sex Education Statutory Guidance

Primary pupils will learn about:

- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness
 - The range and scale of emotions that they might experience in different situations
 - How to recognise feelings and use varied vocabulary to talk about their own and others' feelings
 - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
 - That isolation and loneliness can affect children, and the benefits of seeking support
 - That bullying (including cyberbullying) has a negative and often lasting impact on mental well-being
 - Where and how to seek support, including who in school they should speak to if they are worried about their own or someone else's mental wellbeing. Relationships and Sex Education Statutory Guidance
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- About growth and other ways, the body can change and develop, particularly during adolescence
- The correct names of body parts
- The facts about the menstrual cycle, including physical and emotional changes, Relationships and Sex Education Statutory Guidance

Secondary pupils will learn about:

- Mental health and wellbeing, including recognising signs of mental health problems
- The impact of social media and online activity on mental health
- Physical health, including nutrition, exercise, and sleep
- The risks and effects of drugs, alcohol, and tobacco
- Sexual health and hygiene
- The role of consent, and awareness of power dynamics

3.5 LGBTQ+ Content

You should include same-sex parents/carers when discussing families and teach pupils the "facts and the law" about biological sex and gender reassignment, including that legal rights may differ based on biological sex.

Secondary schools should make sure there is equal opportunity to explore the features of stable and healthy same-sex relationships and make sure same-sex relationships are integrated into RSHE programmes of study, not taught as a standalone lesson.

You shouldn't use materials that use cartoons or diagrams that oversimplify gender identity, or perpetuate stereotypes, or teach as fact that all people have a gender identity.

Schools should encourage young people to consider how to express their views while remaining respectful of the opinions of others. Schools should be clear that bullying or disrespectful language or behaviour is never appropriate. Relationships and Sex Education Statutory Guidance

3.6 Addressing Sexual Harassment and Sexual Violence

Relationships education has an important role in supporting young people to develop the skills they need to build healthy relationships and grow into kind and respectful adults. From early primary school, schools can support young children to develop skills for positive relationships, including skills for navigating boundaries with kindness and respect. Relationships and Sex Education Statutory Guidance

Pupils should understand that anyone can be a victim of sexual violence, regardless of sex, sexual orientation, gender reassignment or any other protected characteristic, and that the victim is never to blame. Pupils should have opportunities to develop positive conceptions of masculinity and femininity, including how to identify and learn from positive male role models. Relationships and Sex Education Statutory Guidance

Our curriculum specifically addresses:

- What constitutes sexual harassment and sexual violence
 - Why are these always unacceptable
 - The importance of consent
 - How to recognise and report concerns
 - Understanding boundaries and respect
 - Respectful relationships, boundaries, and the risks of sharing information and images online
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4. Delivery and Teaching Approaches

4.1 Teaching Principles

RSHE will be taught in a way that:

- Is age-appropriate and developmentally appropriate
- Is sensitive and inclusive, respecting the backgrounds and beliefs of pupils and parents
- Provides pupils with the knowledge they need of the law
- Is factually accurate and based on current evidence
- Creates a safe learning environment where pupils feel comfortable asking questions
- Uses appropriate language and terminology
- Addresses issues in a timely way in response to pupil needs

4.2 Creating a Safe Learning Environment

Teachers will:

- Establish clear ground rules with pupils
- Use distancing techniques (e.g., case studies, scenarios) to depersonalise discussions
- Ensure pupils know how to access support
- Never force pupils to share personal information
- Respond appropriately to disclosures (see section 4.6)

4.3 Teaching Methods

We will use a variety of teaching methods, including:

- Discussion and debate
- Drama and role play
- Case studies and scenarios
- Videos and multimedia resources
- Guest speakers (appropriately vetted)
- Group work and peer learning
- Reflection activities
- Question boxes for anonymous questions

4.4 Use of External Agencies

When working with external agencies, we will:

- Check that they align with our school values and this policy
- Ensure they understand our safeguarding procedures
- Agree in advance how safeguarding concerns will be handled
- Have a staff member present during all sessions
- Review materials in advance

4.5 Answering Difficult Questions

Pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. The school's policy should explain how teachers will handle such questions, with an emphasis on supporting the child. Relationships and Sex Education Statutory Guidance

Teachers will:

- Answer questions honestly and appropriately for the pupil's age and maturity
- Use their professional judgement about whether to answer in the moment or follow up later
- Redirect questions that are not age-appropriate or are too personal
- Offer to speak to pupils individually if needed
- Signpost to appropriate support services
- Never make pupils feel their questions are inappropriate or shameful

4.6 Safeguarding and Confidentiality

Discussions about sensitive topics in RSHE can lead to increased safeguarding reports. All staff should know what to do if they have concerns that a pupil is being neglected or abused. Relationships and Sex Education Statutory Guidance

Staff should handle personal information with due care and know how to manage the requirement to maintain an appropriate level of confidentiality. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. It is equally important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report. Relationships and Sex Education Statutory Guidance

If a pupil makes a disclosure, staff will:

- Listen without judgment
- Not promise confidentiality
- Follow the school's safeguarding procedures
- Report to the Designated Safeguarding Lead immediately
- Record the disclosure accurately

4.7 Pupils with SEND

Teaching should be developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood. Schools should be aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and

violence, bullying and other issues. RSHE can be particularly important for these pupils. Relationships and Sex Education Statutory Guidance

We will:

- Adapt teaching methods and materials as needed
 - Provide additional support where necessary
 - Work with parents and specialists to meet individual needs
 - Ensure content is accessible and appropriate
 - Consider additional vulnerability factors
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Policy Approved: Nelima Islam

Next Review Date: 14/09/2027

Approved by: Nelima Islam
