

Relationship, Health and Sex Education Policy

Journey Independent School

September 2026



CONTENTS

1. Aim
2. Statutory Requirements
3. Policy development
4. Definition
5. Curriculum
 - Primary
 - Secondary
6. Delivery of RSE
7. Roles and responsibilities
8. Parents' right to withdraw
9. Monitoring arrangements

Appendix 1: RSE and PSHE statutory government guidance

Appendix 2: Parent form: withdrawal from sex education within RSE

Appendix 3: Consultation Process

1. Aims

This policy outlines Journey Education Group's commitment to provide effective RSE for all pupils. It has been written with regard to the DfEE SRE guidance 2000, and other relevant guidance documents and statutory requirements. The RSE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life.

RSE is taught in an age-appropriate manner throughout the school, exploring attitudes and values and developing skills in order to empower them to make positive decisions about their health-related behaviour, thus enabling them to show an understanding of and acceptance of all areas within the Equalities Act. In addition, RSE at Journey Education Group will promote self esteem, emotional health and well-being, and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work, in the community and beyond.

2. Statutory Requirements

This policy outlines Journey Education Group's commitment to provide effective RSE for all pupils. It has been written with regard to the DfEE SRE guidance 2000, and other relevant guidance documents and statutory requirements. The RSE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. The information below complies with our statutory obligations to deliver Relationships Education under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our programme continues to meet the needs of our pupils.

The policy should be read in conjunction with other relevant policies:

- Safeguarding Policy
- Equality, Inclusion and Diversity Policy
- Anti-bullying Policy
- Behaviour policy
- Curriculum Policy

3. Policy Development

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

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

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

In the primary setting we are building the foundations of skills and knowledge that will be developed further at secondary level. Our key aim in providing RSE throughout the school is to safeguard our pupils. During their time at Journey Education Group children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

In the secondary setting we define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

5. Curriculum

The curriculum is firmly embedded within the broader Growth Programme [PSHE and Citizenship] and Science curricula. Pupils will be helped to understand differences and to respect themselves and others.

This will be monitored through an annual PSHE audit and once Leaders establish which PSHE standards need to be covered in more depth, these topics will be consolidated in the growth programme, to allow for discussion and complement the development of students' oracy skills. Our RSE programme will be delivered by all teachers, who have had the opportunity to offer their expertise who have contributed to the planning of the RSE provision.

Primary

Our programme of study aims to prepare a stable foundation on which to build the RSE Secondary Framework, utilising the MUSE PSHE curriculum. The RSE programme is based on the needs of the children in the school with learning outcomes appropriate to pupils' age, ability and level of maturity.

'66. The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.'

[DfE, Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers]

The core aims of primary Relationships and Sex Education (RSE) at Journey Education Group 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, identity and relationships
- Develop knowledge and understanding of positive and healthy relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Make pupils aware of their rights especially in relation to their bodies

Secondary

To meet the statutory requirements set out by the DfE we endeavour to address the following issues **through delivery of the Oak National Academy and RSE Programme of Study PSHEE Association, with both companies having realigned curriculum packages to new 2026 guidelines from the DfE.**

- **Relationships**
- Contraception
- Sexually Transmitted Infections (STI)
- Teenage pregnancy
- Peer and media pressure
- Healthy relationships and inappropriate relationships
- Consent
- Sexual identity and sexual orientation
- Sexual harassment
- Child sexual exploitation
- Online relationships and online safety
- Female Genital Mutilation (FMG)

The intended outcomes of our RSE programme are that students will develop a knowledge and understanding of:

- Understanding of physical development at appropriate stages
- Understanding of human sexuality, reproduction, sexual health, emotions and relationships
- Understanding of moral dilemmas and the importance of making good choices

- Know about contraceptive methods and the range of local and national sexual health advice, contraception and support services
- Know the reasons for delaying sexual activity, and the benefits to be gained from such delay

As well as developing our core growth values, students will develop the following attitudes and values, and personal and social skills:

- Learn the importance of values and individual conscience and moral considerations
- Learn the value of family life and healthy, stable and loving relationships for the nurture of children
- Learn the value of respect, love and care
- Learn how to recognise and avoid exploitation and abuse
- Learn how to stay safe online
- Developing critical thinking as a part of decision making
- Learn to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made and taking responsibility for those choices
- Develop strategies to manage conflict

All lessons are underpinned by the PSHE standards and our school values.

6. Delivery of RSE

Inclusion and Support

RSE will be accessible to all regardless of gender. Through the delivery of RSE teachers will explore gender stereotypes and ensure that all genders receive information that is relevant to their needs. There are many different faith and cultural perspectives on aspects of RSE. As a school we will deliver RSE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers can then contextualise the learning within their own faith and values framework in their discussions with children following teacher-led sessions.

We will use a range of materials and resources that reflect our cultural diversity and encourage inclusiveness. Teachers will plan in different ways and use a variety of teaching

strategies to meet the needs of individuals. For some children, particularly those with autistic spectrum disorders, a more explicit approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers. A range of different families and relationships will be explored within RSE. All children, whatever their developing sexuality or family background, need to feel that RSE is relevant to them and sensitive to their needs.

We deliver RSHE in a way that is calm, predictable and fully adapted to the needs of our learners. Lessons are broken into small, manageable steps with clear routines, visual supports and symbol based resources to reduce anxiety and support understanding. Staff use low arousal communication, trauma informed strategies and relational practice to help pupils feel safe when exploring sensitive topics. We revisit key ideas regularly, using overlearning, modelling and real life scenarios to build confidence and independence. Pupils are given choices in how they access content—through discussion, visuals, practical activities or supported reflection—so every learner can engage meaningfully. Our approach ensures that RSHE is accessible, respectful and developmentally appropriate, while still meeting statutory requirements and preparing pupils for safe, healthy relationships in adulthood.

Safe and effective practice

It is effective practice to establish ground rules within the PSHE classroom. These rules will be negotiated with students for each classroom. Rules of behaviour, particularly in discussion, will be outlined at the beginning of each year and students will be reminded when they are crucial to the lesson topic e.g. contraception, pregnancy, and consent. Examples of ground rules include no personal stories, confidentiality, and to respect the views of others. When the rules are not followed, the usual school sanctions will apply (see Behaviour for Learning Policy). Students will be encouraged to engage in all lessons but will be able to opt out of answering questions and being involved in discussion should they feel uncomfortable due to the sensitive nature of the topics covered in PSHE/RSE. It is important that distancing techniques be applied to help distance the student from the topic in order to allow students to engage objectively with the topic, to avoid embarrassing or retraumatizing, to prevent public disclosures and to make the learning safe for all students at Journey Education Group.

Safeguarding

We are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. While

students will be encouraged not to include personal stories, there may be times when students share information that the teacher has a duty to report. In this instance teachers will consult with the designated safeguarding lead (see Safeguarding Policy).

Visitors/external agencies which support the delivery of RSE will be required to provide all essential documentation prior to their visit.

7. Roles and Responsibilities

As of September 2024, all teachers at Journey Education Group are responsible for the PSHE provision, whether that is through the teaching of Personal Development Curriculum [Growth] or Character, Culture and Career Days, or supervising visiting speakers.

Elements of the statutory curriculum are taught by a variety of specialist visiting speakers that complement the taught curriculum. This may include charities and local organisations.

When teaching the Personal Development Curriculum and/or the timetabled Character, Culture Day lessons, it is the responsibility of all staff to:

- Create a safe environment for discussion and learning based on mutual respect, genuine openness, and honesty
- To affirm the importance of positive responsible choices which express beliefs and respect for self and others
- To be fully aware of the need for sensitivity and also their own responsibilities when dealing with confidential issues and to uphold Journey's Safeguarding Policy
- To encourage appropriate contributions from community agencies to taught programmes and pastoral care provision.

8. Right to withdrawal

Following discussion with the school, parents can withdraw their children from the 'sex' elements of RSE. We advise that parents who wish to withdraw their child should meet with a Senior Leader or Headteacher to discuss. Alternative arrangements for the student(s) who is withdrawn will be agreed upon following this discussion. However, parents should be aware that three terms (an academic year) before the student turns 16, a student can opt back into RSE lessons against their parents' wishes. Journey will then have a duty to provide sex education to the student during one of the remaining three terms.

Parents do not have a right of withdrawal for 'health', 'relationships' or any other aspect of PSHE education. Puberty falls under health education in the statutory guidance, so there is no right to withdraw. This is because there is no right of withdrawal from National Curriculum science which includes elements of sex education such as puberty, reproduction, and STIs. Withdrawal from lessons covering the topic of 'consent' may not be of service to the student, as consent has a role in all relationships, not just sexual relationships. As such, consent will still be taught but in the role of friendships and family relationships.

9. Monitoring arrangements

The Personal Development Curriculum will be delivered as part of staff INSET (in- service training). ECTs (Newly Qualified Teachers)) will be provided with PSHE CPD (Continued Professional Development) sessions delivered by the Director of Quality of Education and Deputy Headteacher. Students will have opportunities to review and reflect on their learning during lessons in lesson activities and afterwards in student voice. Student voice surveys will be influential in adapting and amending planned learning activities.

As part of effective RSE and Health Education provision, this policy will be reviewed every 12 months. This will ensure that it continues to meet the needs of students, staff, and parents and that it is in line with current Department for Education advice and guidance.

This policy is developed in consultation with Governors, staff, parents and carers.

The policy is available on the school website.

The Policy is given to everyone who teaches RSE, SLT and Governors.

Hard copies of the full Policy will be available for any parent/carers/prospective parent on request.

Policy Review Date: September 2027

Approved by: Angela Cousins Headteacher

Date: September 2026

APPENDIX 1

For further information on statutory and on-statutory content for RSE, Health and Physical health and mental wellbeing across Primary and Secondary, follow this:

All schools are required to teach the majority of PSHE education from September 2020. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases.

[Personal, social, health and economic \(PSHE\) education - GOV.UK](#)

Our curriculum is fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education from the Department for Education (DfE) July 2025 Update.

[Relationships and sex education \(RSE\) and health education - GOV.UK](#)

APPENDIX 2

Right to Withdrawal:

Please complete this and book your consultation with a senior member of the team.

[RSE Curriculum - Google Forms](#)

APPENDIX 3

Student Consultation: June 2024

Staff Consultation: 24 September 2024

Parent Consultation: 12 November 2024 - none attended

Parent Consultation: Email with Draft Policy and Google Form 9 December 2024

Parent Consultation: 13th October 2026