Jeannine Manuel School
International understanding through a bilingual education

Relationships, sex and health education (RSHE) policy

Jeannine Manuel School

Approved by:	Pauline Prévot	**Date:** September 2026
Last reviewed on:	September 2026	
Next review due by:	September 2027	

Jeannine Manuel School

Contents

1. Aims....3
2. Statutory requirements....3
3. Policy development....3
4. Definition....3
5. Curriculum & Delivery....4
6. Use of external organisations and curriculum materials....4
7. Parents' right to withdraw....4
8. Training....5
9. Monitoring arrangements....5

1. Aims

The aims of relationships, sex and health 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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Jeannine Manuel School, we believe that effective Relationships, Sex and Health Education (RSHE) is essential if our pupils, as they grow, are to make responsible and well-informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life.

2. Statutory requirements

This policy comes under the umbrella of Personal, Social, Health and Citizenship Education (PSHCE). This policy has been developed following the Department for Education's statutory guidance *Relationships Education, Relationships and Sex Education* (RSE) and Health Education (July 2025), effective from 1 September 2026.

3. Policy development

This policy has been developed in line with statutory guidance from the DfE, and in consultation with experienced staff as well as pupils and parents/carers. We aim to work in partnership with parents, building on the learning and values developed at home. Content is delivered in a sensitive, objective and balanced way, helping students to understand the range of attitudes and behaviours found in modern society. This supports them in reflecting on their own attitudes and actions and in making informed, reasoned and responsible decisions at school, at home and in later life.

4. Definition

For the purpose of this policy:

In Primary School, **Relationships and health education** will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
    - Have respect for others
    - Know how to keep themselves safe
    - Have emotional awareness

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

In secondary School, **Relationships, sex and health education** will:

- Provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds
- Focus on pupils having respect for themselves and others
- Not normalise early sexual experimentation
- Cover a range of topics, including topics related to abusive behaviour, along with teaching pupils how to stay safe, including online
- Combine sharing information with exploring issues and values
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health
- Support pupils to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention
- Build on the primary health and wellbeing curriculum content

5. Curriculum & Delivery

Our RSHE curriculum is set out on our website (see: Parent Access > Curriculum) but we may need to adapt it as and when necessary. It complies with DfE guidance on RSHE and is delivered in an age appropriate fashion.

6. Use of external organisations and curriculum materials

There may be occasions when we invite external speakers to deliver part of the RSHE curriculum. When this is the case, they will be carefully selected to complement and enhance the teaching of RSHE. They are briefed on the needs and diverse backgrounds of our students and are expected to work within the framework of the school's RSHE policy and relevant government guidance. A member of the school's teaching staff is present throughout all external speaker sessions.

7. Parents' right to withdraw

Primary School Parents/Carers do not have the right to withdraw their child from relationships and health education.

Parents/carers have the right to withdraw their child from any non-statutory components of sex education within RSHE - the head will grant all requests to withdraw a pupil from the non-statutory parts of sex education.

Requests for withdrawal should be put in writing to the head of section.

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

Secondary School Parents/carers **have** the right to request to withdraw their child from the non-statutory components of sex education within RSHE up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this. We will make sure that pupils know they have this option.

Parents/carers **do not have** the right to withdraw their child from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Requests for withdrawal should be put in writing to the head of section.

A copy of any withdrawal requests will be placed in the pupil's educational record. The head will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the head can refuse a request to withdraw the pupil from sex education.

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

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

9. Monitoring arrangements

The delivery of RSHE is monitored by the Head of School and Heads of Section through a series of measures, including learning walks, curriculum reviews etc.

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

This policy will be reviewed annually. At every review, the policy will be approved by the Head of School.