

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

Scope

This policy applies to John Lyon School, which comprises the 'Senior School' and the 'Prep School'. All references to 'the School' refer to John Lyon School except where otherwise specified.

Introduction

RSHE is taught according to the specifications as outlined by the government and is divided into topics taught at Prep and Senior School. Statutory guidance issued on 13th September 2021 by the Department for Education stipulates that Primary School tuition should focus on Relationships. Specifically, the Department of Education specifies that it is *"teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults"*. Whilst in secondary education, tuition is extended and developed on those topics previously mentioned and to these are added different aspects of intimate relationships and sex education. Further particulars of each are included in the policy document.

Aims

Relationship, Sex and Health Education (RSHE) is an integral part of the Personal, Social, Citizenship and Health Education (PSCHE) programme of education at John Lyon. The ultimate aim of RSHE as pupils journey from EYFS to the end of secondary education is to give young people the information and values they need to help them develop healthy, relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Finally, pupils will look at how to deal with the end of a relationship and how to manage this in different types of relationships (heterosexual, homosexual, bisexual etc).¹

In addition, the School aims to:

- Develop a culture in which pupils can ask questions and reflect on their feelings and thoughts about RSHE topics;
- Educate pupils about different types of relationships and the need for respect in all types of healthy relationships;

¹ Para 69, Department of Education statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, July 2020: retrieved 28/06/21:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

- Ensure pupils understand the indicators of healthy and unhealthy relationships and how to raise any concerns that they may have regarding their own or someone else's relationship;
- Educate pupils about the nature of sexual orientation, sexual identity and gender;
- Develop, in pupils, a clear understanding of consent, including how to give, withdraw, ask for and recognise consent in their own relationship and in the relationships of others;
- Ensure pupils understand the physical and emotional implications of a sexual relationship as well as a clear understanding of sexual and reproductive Biology;
- Ensure pupils understand the different risks associated with different types of sexual activity and how to engage in sexual activity safely;
- Educate pupils about building successful and safe relationships, including online;
- To build a culture where misogyny, sexism, homophobia, sexual harassment including child-on-child sexual abuse and sexual violence are not tolerated.

The Policy

This policy has been written with reference to the 1988 Education Reform Act; the Children's Act 1989; the Education Act 1993; the 1996 Education Act; the MEE's guidance for Sex and Relationship Education 2000; Relationships Education and RSE and Health Education 2020; and Keeping Children Safe in Education (KCSIE) 2025.

Additionally, the policy acts in conjunction with the following School policies which include, but are not exclusive to:

Anti-Bullying Policy
Safeguarding and Child Protection Policy
Curriculum Policy
Special Education Needs and Disability Policy
SMSC Policy

The policy is reviewed annually.

Equality

All pupils are given equal access to our RSHE programme.

In accordance with the Equality Act 2010, the RSHE programme ensures that pupils are not discriminated against because of their protected characteristics (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation).

The School will ensure that the delivery of RSHE is sensitive and age appropriate in content. However, this will be balanced with the age at which a topic needs to be taught to prevent a possible situation. An example being FGM will be initially taught early on in the curriculum before the age at which it may happen. Yet, this will be completed in an age suitable manner. The RSHE programme will include sensitive and balanced consideration of sexuality, always taking into account the needs of pupils who identify as LGBTQ+.

Our intake is multi-cultural with a wide ethnic and religious mix. Our RSHE programme takes this into consideration, ensuring that delivery of content and resources are accessible to all. RSHE resources are shared with the Learning Support Department to ensure that they are accessible to SEND pupils.

Partnership with Parents

The School believes that the prime responsibility for bringing up children rests with parents, with the School supporting where possible. Parents are the key figures in guiding their children to cope with the emotional, physical and psychological aspects of growing up and in preparing them for the challenges, responsibilities and fulfilment which sexual maturity brings. Through its RSHE programme the School has a role complementary and supportive to that of parents. The School actively welcomes the contribution of parental views about the content of the RSHE programme and the nature of its delivery. The School ensures a close partnership with parents by:

1. Updating parents on topics covered in the RSHE programme, enabling parents to discuss with their child key issues related to RSHE, promoting collaboration;
2. Consulting regularly with parents on the School's RSHE provision.

In accordance with Section 241 of The Education Act 1993, parents have the right to withdraw their children from some or all of the sex education as delivered as part of the statutory RSHE programme, other than the areas required by the curriculum for Science subjects. It is the hope and expectation of the School that all pupils would take part in the full programme. The School is happy to discuss parental concerns about any part of the programme and to provide support material where necessary. Where parents wish to withdraw their child from some or all aspects of the School's sex education, parents would need to contact either the Senior school's Deputy Head (Pastoral) Mrs Jillian Mannion or the Prep School's Deputy Head (Pastoral) Ms Emily Upham. Any request will be discussed with parents and, where appropriate, the child to ensure their concerns are understood and to clarify the content, nature and purpose of our sex education. The School will respect parental requests to withdraw their child, except in exceptional circumstances, up to and until three terms before the child turns 16.

Delivery within the Curriculum

The curriculum in the School is taught in different ways depending on the age group. In the Prep School where the main focus is based on relationships, children use the RSHE curriculum provided by Jigsaw. RSHE is covered in one half term as one of six modules in the carousel of general topics that form each year group. In Nursery, RSHE is taught as part of timetabled Topic lessons; in Reception to Year 2, teachers deliver lessons on topics related to relationships, with topics relating to sex education being taught to children in Years 5 and 6. Children in Years 5 and 6 are also taught RSHE in their Science lessons during the Summer Term. Topics taught in the Prep School can be found in Appendix 1.

In Years 7 to 11, the School's RSHE programme is integrated into the PSCHÉ programme. PSCHÉ topics are delivered by form tutor in timetabled 40-minute lessons each week, according to the scheme of work. at least two morning tutor periods each week.

Sixth Formers also study RSHE across their 2 years in Sixth Form. Like Years 7-11, Lower 6th and Upper 6th RSHE is delivered in weekly 40-minute timetabled lessons.

RSHE topics covered in Years 7 to 11 can be found in [Appendix 2](#), and topics covered in the Sixth Form can be found in [Appendix 3](#).

Content covered in Biology lessons includes but is not exclusive to:

- Reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause;
- Sexually transmitted diseases;
- Pregnancy;
- Puberty, the changing adolescent body and menstrual wellbeing;
- Physical changes in males and females, and the implications for emotional and physical health.

In addition, in Biology, some topics including the effects of alcohol, drugs may be referenced when the lessons concerning the liver are taught. In lessons relating to reproduction, discussions on contraception, adoption, In vitro fertilisation (IVF) or other fertility treatments may occur but this is at the discretion of the teacher.

The School Nurses contribute to the RSHE programme by delivering talks to whole year groups and individual tutor groups, depending on the topic. In addition, the School Nurses can provide free contraception and sexual health tests upon reasonable request.

RSHE Talks, for Years 7-11, are organised by the PSCHC Coordinators as part of the PSCHC programme and delivered in the Co-Curricular Programme as appropriate. In addition to the School Nurses, outside agencies such as the Metropolitan Police may be used to provide a different perspective on certain topics of RSHE as appropriate. RSHE talks for the Sixth Form are organised by the Head of Sixth Form and delivered as part of the Goldhawk Lecture Series and/or as part of the School's Co-Curricular Programme.

Safeguarding, Reports of Abuse and Confidentiality

Since topics in the RSHE curriculum are sensitive, a safe learning environment will be provided for teachers to educate pupils. Ground rules will be established for both pupils and teachers for sensitive topics, to enable healthy discussion. RSHE at John Lyon School will allow and encourage all pupils to talk to a trusted adult regarding all aspects of RSHE. Where appropriate, pupils will receive signposting to staff or outside agencies for certain topics.

Due to the nature of the topics covered, confidentiality will come into focus when discussions arise. Staff will manage an appropriate level of confidentiality, ensuring that the child's best interests are maintained without promising absolute confidentiality. If a child protection issue is raised, staff will follow the School's safeguarding policy. The Designated Safeguarding Lead will liaise with outside agencies, including the Police, where necessary.

Procedures for Monitoring, Reporting and Evaluation

In the Prep School, the RSHE Coordinator is responsible for the RSHE programme, which is integrated and delivered via the PSCHC programme by Little Lyons staff, the PSCHC teacher and the RSHE Coordinator. The PSCHC Coordinator and RSHE Coordinator will regularly review the curriculum in consultation with the Deputy Head (Pastoral).

In the Senior School, the Head of KS3 & KS4, and Head of Sixth Form are responsible for the RSHE programme, which is integrated and delivered via the PSCHC programme by tutors and Heads of Year. The Deputy Head (Pastoral) and DSL are responsible for ensuring that the RSHE policy operates in everyday practice in the Senior School. The Head of KS3 & KS4, and Head of Sixth Form will regularly review the curriculum in consultation with the Deputy Head (Pastoral) and DSL.

In the Prep School, pupils will have opportunities to regularly reflect on their learning in lessons, specifically in class discussion and Q&A sessions. Children in the Prep School are also assessed in RSHE. They are assessed in different ways depending on the age group; children up to Year 2 complete drawing/written tasks, with children in Years 3 and above undergoing regular self-assessment (in the Summer Term).

In the Senior School, as per the PSCE curriculum, pupils will have opportunities to regularly reflect on their learning. Since RSHE is integrated into the PSCE curriculum pupils will reflect on RSHE topics when they are taught, according to the Scheme of Work. In Years 7-Upper Sixth, all reflections are recorded on OneNote. In Years 7-11, this is recorded in a reflection document that forms part of either their Dillon Diploma (Years 7-9) or Williams Journal (Year 10-11). This Diploma and Journal are designed to develop learning in a number of different fields including PSCE and RSHE. To supplement this, pupils in Years 7-Upper Sixth are regularly assessed in RSHE.

In the Prep School, the delivery of the RSHE programme is monitored and evaluated regularly by the PSCE Teacher in conjunction with the RSHE Coordinator and Deputy Head (Pastoral), through learning walks, staff, and parent feedback. Staff regularly review and evaluate their teaching on the School's Medium-Term Plan.

In the Senior School, the delivery of the RSHE programme is monitored and evaluated regularly by the Head of KS3 & KS4 and Head of Sixth Form in conjunction with the School's Heads of Year, Deputy Head (Pastoral) and DSL, through learning walks, tutor observations, pupil voice surveys, and staff and parent feedback.

Appendix I – RSHE Programme, EYFS – Year 6

Year 5

- Relationships
 - Friendships
 - Girlfriends and Boyfriends
 - Technology
- Changing Me
 - Self and Body Image
 - Personal Hygiene (Single Gender Lesson)
 - Timeline
 - Menstruation/Puberty (Single Gender Lesson)
 - Conception and Fertilisation
 - Looking Ahead

Year 6

- Relationships
 - My Relationships
 - Love and Loss (Part 1)
 - Power and Control
 - Being Safe with Technology (Part 1)
- Changing Me
 - Self and Body Image
 - Personal Hygiene – Puberty (Single Gender Lesson)
 - Girl Talk/Boy Talk
 - Babies -Conception to birth
 - Attraction
 - Transition to Secondary School
- Sex Education (Years 5 & 6 only)

Appendix 2 – RSHE programme, Years 7-11

- Throughout Years 7-11, a John Lyon pupil will cover a broad range of topics including, but not limited to, the following:
- That there are different types of committed, stable relationships;
- How these relationships might contribute to human happiness and their importance for bringing up children;
- What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have been married, for example, in an unregistered religious ceremony;
- Why marriage is an important relationship choice for many couples and why it must be freely entered into;
- The characteristics and legal status of other types of long-term relationships;
- How to determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others if needed;
- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship;
- Practical steps they can take in a range of different contexts to improve or support respectful relationships;
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice);
- That in school and in wider society they can be expected to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other peoples' beliefs;
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help;
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control;
- What constitutes sexual harassment and sexual violence and why these are always unacceptable;
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal;
- Their rights, responsibilities and opportunities, including that the same expectations of behaviour apply in all contexts, including online;
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online;
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them;
- What to do and where to get support to report material or manage issues online;
- The impact of viewing harmful content;

- That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners;
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail;
- How information and data is generated, collected, shared and used online;
- The concepts of, and laws, relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence (HBV) and female genital mutilation (FGM), and how these can affect current and future relationships;
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online);
- How to recognise the characteristics and positive aspects of healthy 1-2-1 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 choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing;
- That there are 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, and their relative efficacy;
- The facts around pregnancy including miscarriage;
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help);
- How the use of alcohol and drugs can lead to risky sexual behaviour;
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Appendix 3 – RSHE programme, Sixth Form

- Throughout Sixth Form a John Lyon pupil will cover a broad range of topics including, but not limited to, the following:
- How to determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others if needed;
- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship;
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control;
- What constitutes sexual harassment and sexual violence and why these are always unacceptable;
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal;
- That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners;
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail;
- The concepts of, and laws, relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence (HBV) and female genital mutilation (FGM), and how these can affect current and future relationships;
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online);
- How to recognise the characteristics and positive aspects of healthy 1-2-1 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 choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing;
- The facts about the full range of contraceptive choices, and their relative efficacy;
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help);
- How the use or abuse of alcohol and drugs can lead to risky sexual behaviour;
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Reviewed by: Deputy Head (Wellbeing, DSL & Sixth Form)

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Next Review: September 2026