



Relationship and Sex education policy (RSE)

Rookwood School

October 2025

Date of adoption of this policy	Autum 2025
Date of last review of this policy	Summer 2024
Date for next review of this policy	Autumn Term 2026
Policy owner (School)	Head of PSHE

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Rookwood School RSHE Policy

1. Purpose

This policy sets out **Rookwood School's** approach to Relationships, Sex and Health Education (RSHE) in the Senior School and Relationship Education (RE) in the Prep School in line with the statutory guidance issued by the Department for Education (DfE), effective from **1 September 2026**.

Our aim is to ensure that every pupil receives high-quality, inclusive and age-appropriate RSHE that supports them to develop healthy, respectful relationships, physical and emotional wellbeing, and to make safe, informed choices.

2. Scope

This policy applies to all pupils at **Rookwood School**, from the Early Years Foundation Stage through to Sixth Form, and covers RSHE provision delivered through the curriculum, pastoral care, assemblies, enrichment and co-curricular activities.

It also applies to all staff involved in planning and delivering RSHE, Rookwood's Advisory Board, parents/carers, and external partners.

3. Statutory Requirements and Guiding Principles

Rookwood School will deliver RSHE in accordance with the **DfE Statutory Guidance (updated July 2025, effective September 2026)**.

Our provision is guided by the following principles:

1. **Engagement with pupils** – RSHE is informed by pupil voice and adapted to need.
 2. **Engagement with parents/carers** – Open, transparent consultation and communication.
 3. **Positive, strengths-based approach** – Promoting wellbeing, respect and responsibility in line with the schools ethos.
 4. **Inclusivity and diversity** – Celebrating all families, identities, and backgrounds.
 5. **Age- and stage-appropriate learning** – Sequenced progression through key stages, also considering local trends and school need.
 6. **Accuracy and legality** – Factual, evidence-based content that reflects UK law.
 7. **Safeguarding and professionalism** – Safe learning environment, trained staff, and clear protocols.
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4. Consultation and Parental Engagement

- **Rookwood School** values the role of parents as the primary educators of their children.
 - Parents/carers will be informed of this policy and updated annually of the RSHE curriculum and any changes.
 - The school will make all teaching materials available for review and will invite feedback through information evenings, parent representative meetings and electronic communication.
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5. Policy Review and Publication

- This policy will be reviewed every two years by the Advisory Board or sooner if statutory guidance changes.
 - It will be published on the **Rookwood School website**, with printed copies available on request.
 - A curriculum overview will be shared with staff, the advisory board, parents and pupils.
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6. Curriculum Design and Delivery

6.1 Overview

RSHE at Rookwood School forms part of our **Personal, Social, Health and Economic (PSHE)** programme and is complemented by elements within Science, Computing, and Religious Studies.

At Rookwood we use the Jigsaw PSHE platform, which offers a curriculum that is spiral, progressive, and responsive to the needs of our pupils, emphasising respect, kindness, and responsibility.

6.2 Key Topic Areas

By the end of secondary education, pupils will have learned about:

- Families, friendships and different relationship types
- Respect, equality, diversity, and rights
- Consent, intimacy, sexual health, contraception, STIs and delaying sexual activity
- Online behaviour, digital safety, sexting, and emerging issues such as AI-generated imagery
- Mental health, emotional wellbeing, and resilience
- Sexual harassment, exploitation, FGM, and coercive control
- Menstrual health, puberty, and body image
- Legal and ethical aspects of relationships and sexual activity

- Health-related behaviours (alcohol, vaping, drugs, gambling) and their impact

6.3 Inclusivity and SEND

The RSHE curriculum at **Rookwood School** is inclusive and accessible for all learners, including those with special educational needs or disabilities (SEND).

Teaching resources and approaches will be differentiated appropriately by the teacher to ensure understanding and participation.

6.4 Safe Learning Environment

Teachers will create a climate of trust and respect, using:

- Ground rules and confidentiality reminders
- Opportunities to question throughout the teaching
- Distancing techniques and scenario-based learning
- External visitors may contribute to lessons, but will always be vetted and briefed to align with school values and safeguarding procedures.
- We also provide additional help and signposting of reputable organisations who pupils can turn to for support.

Usual whole school pastoral support systems can be accessed by pupils.

If disclosures arise during RSHE sessions, staff will follow the **Rookwood School Safeguarding and Child Protection Policy**.

7. Parental Right to Withdraw

Parents/carers of **secondary-age pupils** may request that their child be withdrawn from some or all aspects of **sex education** (but not relationships or health education).

- Requests must be made in writing to the **Headteacher**.
 - The school will meet with parents to discuss their wishes and explain the educational context.
 - Alternative provision will be arranged for withdrawn pupils.
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8. Monitoring and Evaluation

The effectiveness of RSHE at **Rookwood School** will be monitored by the **Senior Leadership Team** and Head of PSHE through:

- Pupil and parent feedback
- Lesson observations and curriculum audits
- Safeguarding and wellbeing data
- Termly reporting to Advisory Boards (information linked to PSHE/RSHE)

Adjustments will be made as needed to ensure the policy remains current and effective.

9. Roles and Responsibilities

Role	Responsibility
Advisory Board	Approves and reviews the RSHE policy; ensures compliance.
Headteacher	Implements the policy and ensures staff training.
Head of PSHE/RSHE Lead	Designs, delivers, and evaluates the curriculum.
DSL	Ensures RSHE links with safeguarding and pupil wellbeing.
Teachers	Deliver lessons in line with policy and maintain a safe environment.
Parents/Carers	Engage with curriculum information and support discussions at home.
Pupils	Participate respectfully and responsibly.

10. Links to Other Rookwood Policies

- Child Protection and Safeguarding and Policy
- Behaviour and Discipline Policy
- SEND Policy
- Online Safety Policy
- PSHE Policy
- Anti-Bullying Policy
- Staff Code of Conduct

Version Control

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Appendices

- **Appendix A: RSHE Curriculum Overview by Key Stage**

Jigsaw PSHE 3-11 progression map

Jigsaw, the mindful approach to PSHE, is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within all six Puzzles (units of work) including the key vocabulary used in each year group; explicit links to the DfE statutory Relationships and Health Education outcomes have been made in each Puzzle.

INTENT: Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation.

IMPLEMENTATION: Jigsaw 3-11 offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

IMPACT: This can be established through assessment identified in the key learning.

Snapshot Jigsaw PSHE 11-16

(Updated August 2024)

Shows the summary of subject content in each Puzzle (unit)



Year/ Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity	Bullying, prejudice & discrimination (positive and negative). Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness, importance of being included	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, county lines, control over your life, exploitation, emergency first aid	Stress and anxiety, managing physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices, physical illness and medicine, mindfulness	Characteristics of healthier relationships, consent, relationships and change, emotions and conflict within friendships, child-on-child abuse, rights and responsibilities, being discerning, assertiveness, sexting, social media vs real life, fake news, authenticity	Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, marriage and the law, beliefs and religions, protected characteristics, online and offline identity, active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multiculturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, hate crime, fear and emotions, stand up to bullying, the golden rule	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Types of health, nutrition and exercise, cardiovascular health and diabetes. Risks, illegal and legal substances, dental health, skin health, vaccinations, peer pressure, teenage brain	Positive relationship with self, social media, managing a range of relationships, child-on-child abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, What makes a healthier relationship?, Attraction, love or lust?, pornography and the law, dealing with unwanted messages. Alcohol and the law
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, child-on-child abuse, grooming, radicalisation, county lines, risky experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control in groups, fitting in	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, child-on-child abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression	Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support, mental health first aid	Healthy relationships, power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, importance of sleep in relation to mental health, reflection on changes, benefits of relaxation, self expression, influences, body image

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<p>Year 10 (14-15)</p>	<p>Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, child-on-child abuse, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk, the law and social media risk and emergency contacts, positive and negative relationships, GDPR, managing screentime, sharing/enhancing of images, managing different types of relationships</p>	<p>Equality in the workplace, in society, in relationships, Equality Act, disability and hidden disability, workplace expectations, rights and responsibilities, power and control in relationships, coercive control, benefits of multi-cultural societies, equality and inequality, my health</p>	<p>Impact of physical and mental health in reaching goals, resilience, work-life balance, connections and impact of mental health. Balanced diet, vital organs, blood donation, benefits of helping others. Online profile and impact on future goals and employability</p>	<p>Improving health, mental health, sexual health, blood-borne infections, self-examination. Diet and long-term health, misuse of prescription drugs, substances and the body. Common mental health disorders, positive impact of volunteering. Common threats to health including chronic disease. Epidemics, misuse of antibiotics, organ donation, stem cells</p>	<p>Sustaining long-term relationships, intimacy, healthy relationship with self, attraction, love, lust. Relationship choices, ending relationships safely, consequences of relationships ending, pornography vs real life, relationships and the media, discernment, healthier and less healthy relationships, coercion, abuse and the law, acceptable and unacceptable behaviours</p>	<p>Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Decision-making, stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources of support, personal safety, cycling, water safety, alcohol, transport</p>
<p>Year 11 (15-16)</p>	<p>Becoming an adult, age limits and the law, relationships and the law, consent, coercive control, child-on-child abuse, domestic abuse, honour-based, violence, arranged and forced marriages, the Equality Act, county lines, possession of drugs. The law on internet use and pornography, social media concerns, sexting keeping safe, emergency situations, key advice, first aid, scenarios and consequences</p>		<p>Anxiety, solution focused thinking, sleep, relaxation, aspirations on; career, finances, budgeting, borrowing. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skills set, employment, education and training options. Long term relationship dreams and goals, parenting skills and challenges. Resilience, what to do when things go wrong.</p>	<p>Managing anxiety and stress, self-worth, identity, sleep, nutrition, exercise and mental health. Relationships and consent, being ready for sex, coercion, sexual harassment and violence. Puberty, hormones, fertility, testicular checks, menstrual cycle, IVF. Contraceptives and sexual health. Pregnancy choices including adoption, abortion, bringing up a baby. Health choices, mental, physical, sexual health</p>	<p>Stages of intimate relationships, positive and negative connotations of sex. Gender identity and sexuality, LGBT+ rights and protection under the Equality Act, coming out challenges, LGBT+ media stereotypes. Balance of power in relationships, FGM, breast ironing, challenging harmful social and cultural norms. Staying true to yourself in a relationship</p>	



Jigsaw PSHE 3-11 progression map



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Being Me in My World Puzzle – Autumn 1							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DfE Statutory Relationships & Health Education outcomes	<p>PSED – ELG: SELF-REGULATION Show an understanding of their own feelings and those of <u>others</u>, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: MANAGING SELF Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS</p>	<p>Relationships Education – By end of primary, pupils should know:</p> <p>Caring friendships (R7) <u>how</u> important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R11) <u>how</u> to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or <u>backgrounds</u>), or <u>make</u> different choices or <u>have</u> different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous Being safe (R25) <u>what</u> sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32) where to get advice e.g. family, school and/or other sources.</p>					

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

To be completed by parents			
Name of child		Form	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature:			

To be completed by school
Agreed actions from discussions with parents
Signed:
Date: