



**Mayflower High School**

**Relationships, Sex and Health  
Education Policy**

**(RSHE)**

**2021**

# DOCUMENT CONTROL SHEET

<b>Policy</b>	<b>Amendment</b>	<b>Staff Member</b>	<b>Committee/Date</b>	<b>FGB Approved:</b>	<b>Review due:</b>
Sexual Relationship Education	As tracked changes	James Smalley, Assistant Headteacher	Curriculum 21 September 2020	20 January 2021	Autumn 2022
Relationships, Sex and Health Education Policy  December 2020	Replaces SRE Policy	Vicki Gray, Assistant Headteacher	Curriculum Committee 7 June 2021	12 July 2021	Summer 2023

## **Mayflower School Relationships and Sex Education and Health Education Policy**

1. This policy was developed by Mayflower high School in response to The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 and with regards to the Equality Act 2010, in order to comply with the Department for Education guidance.

This policy has been produced in consultation with key stakeholders, including senior leaders, safeguarding officers the governing body. Parents and carers have also been informed about the policy and the policy is available via the school website.

### **What is Relationships, Sex and Health Education (RSHE)?**

2. Relationship and Sex Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It helps to promote student wellbeing and develop resilience and character that are fundamental to students being happy, successful and productive members of society.
3. Health Education is part RSHE. Students are taught about physical health and mental wellbeing. It provides information and guidance to enable them to make well-informed, positive choices about their own health and wellbeing.

### **Aims**

4. The aim of the RSHE Policy is to comply with Department for Education guidance and provide a balanced factual information about the content and delivery of the RSHE curriculum within Mayflower High School.

Our RSHE curriculum aims to enable students to make well educated, positive decisions to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and have respect for individual conscience
- gain the information they need to help them develop healthy, nurturing relationships of all kinds and develop an understanding of what is acceptable and unacceptable behaviour in relationships

- understand what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationships
- 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
- have information and understand the reasons for contraception and protection.
- to resist the pressure to have sex (and not applying pressure)
- develop awareness of their sexuality, gender and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- know how the laws applies to RSHE including consent and the age of consent, abortion and female genital mutilation
- to understand and have the knowledge and confidence on how and when to seek help and support when necessary
- have significant information about how to take care of their own physical health and mental wellbeing enabling them to make good decisions about their own health and wellbeing

### **Links to the School Improvement Plan**

5. Our RSHE curriculum supports the whole school improvement plan and is designed to:
- promote children and young people’s mental health and well-being to reduce incidences and cases of mental health problems
  - to build students confidence and resilience so they can be mentally healthy.
  - to take measures to prevent and tackle all forms of bullying, including cyberbullying.

### **Principles and Values**

6. In addition, the School believes that RSHE should:
- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life
  - encourage every student to contribute to our community and aims to support each individual as they grow and learn
  - be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, including a variety of types of family structure, and acceptance of different approaches
  - encourage students and teachers to share and respect each other’s views

- ensure that we are aware of different approaches to sexual orientation and gender, without promotion of any particular family structure. The important values are love, respect and care for each other
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- recognise that parents are the key people in teaching their children about sex, relationships and growing up. Parent means anyone with parental responsibility, including carers and adult students where appropriate. We aim to work in partnership with parents and students, consulting them about the content of programmes
- recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers

## **Organisation and Content of Relationship and Sex Education**

7. Mayflower High School takes a whole school approach and delivers RSHE through Life Skills, ICT, Food Technology, Physical Education and Science lessons throughout KS3 and KS4. For further information about the content breakdown of the RSHE and subjects in which it is delivered can be found in appendix 1.1.
8. The majority of RSHE content is taught by staff with the support from professionals where appropriate. Within Life Skills lessons the focus is on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.
9. Life Skills lessons may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.
10. More expert or specialist teachers support staff who are uncomfortable with teaching certain aspects of the curriculum. Support is offered within the Life Skills team who will help with planning or delivery of lessons if required.
11. Assessment is carried out regularly with assessment records and evaluations, via teacher, student and peer assessment of knowledge and understanding,

interpersonal skills, and attitudes. Monitoring will take place within the school's work sampling policy.

## **Roles and responsibilities**

### 12. The school governors

- Ensure the RSE policy is fit for purpose and fulfils its legal obligation
- Ensure clear information is provided for parents/carers on the subject content and the right to request that their child is withdrawn

### 13. The Headteacher

- Monitor the implementation of the policy
- Ensure all staff are informed of the policy and the responsibilities they have
- Ensure staff have time to receive up to date training

### 14. Head of Life Skills

- Monitor the implementation of the policy and delivery of content with the line manager
- Ensure Continued Professional Development (CPD) opportunities are provided for staff, specifically those who are delivering RSE.
- Monitor and evaluate the quality of the curriculum in place to all pupils
- Liaise with the Designated Safeguarding Leads (DSLs) to ensure the curriculum is most relevant to our pupils

### 15. Staff

- Ensure the classroom is a safe place with established ground rules prior to delivering the content
- Ensure they are aware of the up to date statutory requirements and policy
- Ensure resources are appropriate for those pupils they are teaching
- Emphasise the importance of RSE in relation to making informed choices
- Ensure all teaching is unbiased
- Where appropriate they direct pupils to seek advice from an appropriate agency or individual

### 16. Parents and Carers

The school recognises the key role that parents and carers play in the development of their children's understanding about relationships. Parents are the first educators of their children as you have the most significant influence in enabling their child to grow and mature, forming healthy relationships.

## **Inclusion**

17. Ethnic and Cultural Groups (including belief based)

We intend our policy to be sensitive to the needs of different ethnic groups. Parental requests and concerns can be emailed to [educate@mayflower.essex.sch.uk](mailto:educate@mayflower.essex.sch.uk).

18. Students with Special Educational Needs and Disabilities

We will ensure that all young people receive RSHE and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

19. Gender Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of gender identity and sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that RSHE is relevant to them.

## **Right of Withdrawal of Students from Sex Education delivered as part of RSHE**

20. Under the new guidelines for September 2020 the Department of Education has put in place new guidance on the right to withdraw from sex education. Parents have the right to withdraw their children from any of the sex education aspects of the Life skills programme. Any request to withdraw from sex education must be put in writing and addressed to the head teacher for consideration.

21. Pupils cannot be withdrawn from any of the relationship or health aspects of education as this is seen as an important part of the curriculum and all pupils should be given access to topics surrounding staying safe and healthy relationships. The science curriculum contains topics on human development including reproduction which there is no right to withdraw their child.

22. Pupils will also have the right to opt back into sex education without their parents' consent from three school terms before their sixteenth birthday if they so wish. The school has an obligation to provide sex education for any pupils this may affect. This change has been reflected in the planning of the school's Life Skills curriculum.

## **Safe and effective practice including safeguarding**

23. We will ensure a safe learning environment for all pupils by ensuring teachers adhere to the guidelines set out in our behaviour policy. Pupils will be given the opportunity to ask questions about the various topics covered in class and any queries will be answered in line with the aims set out in this policy. Sensitive issues will be handled with the upmost care and in line with the ethos of the school.
24. Teachers are aware that effective sex and relationship education which brings an understanding of what is and what is not appropriate in relationships, can lead to a disclosure of a child protection issue. All staff are fully aware of the school's procedure for dealing with a disclosure as outlined in the safeguarding policy and will refer any such issues to the designated safeguarding lead.
25. Any visitors/external agencies which support the delivery of sex and relationship education will also be subject to the schools safeguarding guidelines and will be subjected to all reasonable vetting procedures and Disclosure Barring Service checks.

## **Monitoring and Evaluation**

26. It is the responsibility of the Heads of School to oversee and organise the monitoring and evaluation of RSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.
27. It was adopted by the governing body 2021 and will be reviewed at least every three two year.



Appendix 1.1

**RSHE Year Group Breakdown**

	<b>RHSE Curriculum Guidelines</b>	<b>Subject</b>	<b>Topic</b>	<b>Year Group</b>
<b>Families</b>				
F1	That there are different types of committed, stable relationships.	Life Skills	Families & Relationships	7
F2	How these relationships might contribute to human happiness and their importance for bringing up children.	Life Skills	Families & Relationships	7 9
F3	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 married, for example, in an unregistered religious ceremony.	Life Skills	Families & Relationships	9
F4	Why marriage is an important relationship choice for many couples and why it must be freely entered into.	Life Skills	Families & Relationships	9
F5	The characteristics and legal status of other types of long-term relationships.	Life Skills	Families & Relationships	9
F6	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	Life Skills	Families & Relationships	9
F7	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.	Life Skills	Families & Relationships	9
<b>Respectful relationships, including friendships</b>				
R1	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.	Life Skills	Families & Relationships	7
			Respect	8
R2	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Life Skills	Families & Relationships	7
R3	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).	Life Skills	Respect	8
R4	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 people in positions of	Life Skills	Families & Relationships	7
			Respect	8

	authority and due tolerance of other people's beliefs.			
R5	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	Life Skills	Families & Relationships	7
			Respect	8
R6	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	Life Skills	Families & Relationships	9
R7	What constitutes sexual harassment and sexual violence and why these are always unacceptable.	Life Skills	Families & Relationships	9
R8	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.	Life Skills	Respect	8
<b>Online and media</b>				
O1	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	ICT		8
O2	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.	ICT		8
O3	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	ICT		8
O4	What to do and where to get support to report material or manage issues online.	ICT		8
O5	The impact of viewing harmful content.	Life Skills	Being Safe	10
O6	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.	Life Skills	Being Safe	9
				10
O7	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	ICT		8
		Life Skills	Being Safe	10
O8	How information and data is generated, collected, shared and used online.	Life Skills	Being Safe	10
<b>Being Safe</b>				
B1	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.	Life Skills	Being Safe	10

B2	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).	Life Skills	Being Safe	9
				10
<b>Intimate and sexual relationships, including sexual health</b>				
S1	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.	Life Skills	Families & Relationships	9
			Sex Ed	10
S2	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.	Life Skills	Sex Ed	9
				10
S3	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	Life Skills	Sex Ed	11
S4	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	Life Skills	Sex Ed	9
				10
				11
S5	That they have a choice to delay sex or to enjoy intimacy without sex.	Life Skills	Sex Ed	9
				10
S6	The facts about the full range of contraceptive choices, efficacy and options available.	Life Skills	Sex Ed	9
				10
S7	The facts around pregnancy including miscarriage.	Life Skills	Sex Ed	11
S8	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).	Life Skills	Sex Ed	11
S9	How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.	Life Skills	Sex Ed	9
				10
				11
		Science	Infection and Response	9
S10	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	Life Skills	Sex Ed	9
				10
				11
S11	How the use of alcohol and drugs can lead to risky sexual behaviour.	Life Skills	Sex Ed	9
				10
				11
S12	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	Life Skills	Sex Ed	9
				10
				11

<b>Mental wellbeing</b>				
M1	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Life Skills	Health & Wellbeing	7 8
M2	That happiness is linked to being connected to others.	Life Skills	Health & Wellbeing	7
M3	How to recognise the early signs of mental wellbeing concerns.	Life Skills	Health & Wellbeing	9
M4	Common types of mental ill health (e.g. anxiety and depression).	Life Skills	Health & Wellbeing	9
M5	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	Life Skills	Health & Wellbeing	9 10
M6	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	Life Skills	Health & Wellbeing	9 10
<b>Internet safety and harms</b>				
I1	The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.	ICT		8
I2	How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	ICT		8
<b>Physical health and fitness</b>				
P1	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	Life Skills Physical Education	Prevention of ill health	7- 11
P2	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.	Life Skills	Prevention of ill health	8
P3	about the science relating to blood, organ and stem cell donation	Science	Cell Biology	9
<b>Healthy eating</b>				
E1	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer	Life Skills Food Tech Science	Prevention of ill health The Human Body	8

<b>Drugs, alcohol and tobacco</b>				
D1	the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.	Life Skills	Drugs	8
		Science	The Human Body	
D2	the law relating to the supply and possession of illegal substances.	Life Skills	Drugs	8
D3	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	Life Skills	Drugs	8
D4	the physical and psychological consequences of addiction, including alcohol dependency.	Life Skills	Drugs	8
D5	awareness of the dangers of drugs which are prescribed but still present serious health risks.	Life Skills	Drugs	8
D6	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	Life Skills	Drugs	8
		Science	The Human Body	
<b>Health and prevention</b>				
H1	About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	Life Skills	Prevention of ill health	7
		Science	Infection and Response	9
H2	About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.	Life Skills	Prevention of ill health	7
H3	(late secondary) the benefits of regular self-examination and screening.	Life Skills	Sex Ed	11
H4	The facts and science relating to immunisation and vaccination.	Life Skills	Prevention of ill health	7
		Science	Infection and Response	9
H5	The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	Life Skills	Prevention of ill health	7
			Health & Wellbeing	8
				10
<b>Basic first aid</b>				
FA1	Basic treatment for common injuries.	Life Skills	Prevention of ill health	7 & 8
FA2	Life-saving skills, including how to administer CPR.15	Life Skills	Prevention of ill health	8
FA3	The purpose of defibrillators and when one might be needed.	Life Skills	Prevention of ill health	8
<b>Changing adolescent body</b>				
C1	Key facts about puberty, the changing adolescent body and menstrual wellbeing.	Life Skills	Dealing with change	7

		Science	Cells and life processes	
C2	The main changes which take place in males and females, and the implications for emotional and physical health.	Life Skills	Dealing with change	7
		Science	Cells and life processes	