



**Mayflower**  
**High School**

**Relationship, Sex and Health Education  
(RSHE) Policy**

# DOCUMENT CONTROL SHEET

Policy	Amendment	Staff Member	Committee/Date	FGB Approved	Start Review On
Relationships, Sex and Health Education Policy	Tracked changes. Detail added on Collective Worship	Assistant Headteacher	CRSM Committee 20 May 2024	15 July 2024	31 January 2025
Relationships, Sex and Health Education Policy	Minor updates included clearer wording. Remove details on Collective Worship as no longer needed	Assistant Headteacher Student Standards & DSL	Policy Committee 3 March 2025	24 March 2025	31 January 2026
Relationships, Sex and Health Education Policy	4. Details added on misogyny 9. Wording has been amended Appendix 1 has been removed	Head of Lifeskills	Policy Committee 2 March 2026	16 March 2026	31 January 2027

**This Policy is effective until superseded**

## **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 \(RSE\), and Health Education \(England\) Regulations 2026](#) and with regard 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 and 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 well-being and develop resilience and character that are fundamental to students being happy, successful and productive members of society.

3. Health Education is part of RSHE. Students are taught about physical health and mental well-being. It provides information and guidance to enable them to make well-informed, positive choices about their own health and well-being.

### **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 well-being, 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 apply pressure)

- to understand how pornography and social media can have a negative influence on how people perceive a healthy sexual relationship.
- develop an awareness of their sexuality, and 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 well-being, enabling them to make good decisions about their own health and well-being

For all schools:

Staff should actively challenge everyday sexism, misogyny, homophobia and stereotypes

Pupils should learn about:

- The links between sexism and misogyny and violence against women and girls
- How to identify and learn from positive male role models
- Ethical behaviour in relationships, beyond respecting boundaries and consent
- How pornography can negatively influence sexual attitudes and behaviours
- How sub-cultures such as 'incels' might influence our understanding of sexual ethics
- The prevalence of AI-generated sexual imagery and 'deepfakes'

## **Principles and Values**

5. 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
- encourages 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
- generating 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**

6. Mayflower High School takes a whole school approach and delivers RSHE through our Pastoral Programme in all key stages and Lifeskills, ICT, Religious Studies, Food Technology, Physical Education and Science lessons throughout KS3 and KS4.

7. 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.

8. 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 from 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.

9. More expert or specialist teachers will support staff who are uncomfortable with teaching certain aspects of the curriculum. Support is offered within the Life Skills team, who will help with the planning or delivery of lessons if required, and will decide what level of support will be provided.

10. 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 through lesson drop-ins.

### **Roles and responsibilities**

11. The school governors

- Ensure the RSHE 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

12. 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

13. 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 RSHE.
- 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

#### 14. 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 RSHE 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

#### 15. 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**

#### 16. 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).

#### 17. 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.

#### 18. 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**

19. 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.

20. 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, in which there is no right to withdraw their child.

21. 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**

22. 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 utmost care and in line with the ethos of the school.

23. 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.

24. Any visitors/external agencies which support the delivery of sex and relationship education will also be subject to the school's safeguarding guidelines and will be subjected to all reasonable vetting procedures and Disclosure Barring Service checks.

## **Monitoring and Evaluation**

25. It is the responsibility of the Headteachers 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 the 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.

26. This policy will be reviewed yearly.