



# **RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION POLICY**

**Revised: May 2023**  
**Review date: May 2024**

“The Trustees of the Southport Learning Trust are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment”

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### 1. Aims and definition

At Maghull High School, students in Years 7, 8, 9 and 11 have a fortnightly one hour Personal Development lesson. In this lesson they will be taught about a range of themes and issues designed to prepare them for everyday life in modern Britain. Students in Year 10 will participate in a range of themed workshops related to RSE and cover a range of other themes and issues through RE. Relationships and Sex Education (RSE) and Health Education is a major aspect of our Personal Development curriculum. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values; it is not about the promotion of sexual activity.

Throughout, the following values will be modelled and expected from students:

- Mutual respect
- The right to accurate information and access to confidential services
- The right to hold one's own views
- Acceptance of responsibility for one's own behaviour
- Difference and diversity
- Understanding, empathy and care for others

### Content

The aims of Relationships and Sex Education (RSE) and Health Education at Maghull High School are to ensure students learn about:

- How and why their bodies change during puberty including menstruation.
- How to maintain mental and physical health
- The dangers of legal substances such as alcohol and tobacco
- The dangers of illegal substances
- The importance of a good diet
- The importance of regular exercise
- Different types of relationships, including friendships, family relationships, intimate relationships and same-sex relationships

- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships
- How relationships may affect physical and mental health.
- How to be safe when building online relationships, which may or may not involve meeting someone in person who they have met online.
- Factual knowledge around sex, sexual health and sexuality
- Information on contraception and family planning and where students can get free and confidential advice or further information
- The laws that apply in sexual and non-sexual relationships and how they are designed to protect all people of every background.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

**Across both Key Stages, pupils will be supported with developing the following skills:**

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks • Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

## **2. Statutory requirements**

As set out in the Policy Statement '[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)' (June 2019), RSE will become statutory in all schools from September 2020, with curriculum delivery expected by summer term 2021. As a secondary academy school, we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Maghull High School, we teach RSE as set out in this policy.

## **3. The design of the curriculum**

This policy and the curriculum in place at Maghull High School was produced by the Personal Development co-ordinator who has consulted with members of the Senior Leadership Team, as well as meeting regularly with a designated member of SLT. Both the policy and the curriculum have been heavily influenced by the statutory guidance but also by a consideration of the specific needs, ages and feelings of our students. However, RSE and the wider Personal Development curriculum are both likely to evolve in response to technological and social developments and as a result, this policy will be reviewed by the relevant teaching staff as well as the governing body of the school on an annual basis. A copy of our curriculum is set out in Appendix 1 but this may be adapted as and when is necessary.

#### **4. The delivery of the curriculum**

- The lessons are compulsory. Students will not be permitted to be absent from these lessons in order to undertake work in other subjects.
- Classes will be mixed and female and male students will all be taught the same content.
- Students will be taught in their tutor groups and wherever possible, they will be taught by their form tutors.
- We intend for all students to be invited to listen to a guest speaker or participate in a workshop provided by an external provider at least once a year. It is our intention that students in year 10 will have one speaker per term.

#### **Relationship and Sex Education (RSE)**

All students will have RSE at a designated time in the academic year. In planning and delivering this content, we will ensure that-

- RSE is taught sensitively.
- RSE is taught at an age appropriate level.
- Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education.
- At the beginning of each RSE lesson, teachers will remind students of a code of conduct which we expect all students to adhere to in order to avoid any pupil feeling uncomfortable.
- No student of any age will be exposed to explicit sexual content. However, Key Stage 4 (years 10 and 11) students will be shown photographs to illustrate the impact of STIs (Sexually Transmitted Infections) on genitalia.
- All teaching and resources will comply with the Equality Act 2010.

#### **5. Assessment**

Students will be assessed on a termly basis in Personal Development lessons. Assessments will-

- Check how well the taught content has been understood by individuals and cohorts. Although there is no formal exam in this subject, we believe that these lessons provide information crucial to our students' personal development.
- Allow our students to demonstrate their knowledge and understanding of a range of scenarios. They may, for example, be asked to provide specific hypothetical advice which demonstrates what they have learnt in lessons.
- Be assessed by staff and returned to students who will complete follow-up work according to our whole-school assessment policy.

#### **6. Accessibility**

Every effort has been made to make RSE and Health Education accessible for all students-

- Resources have been carefully selected and/or designed by the school so that they are age appropriate.
- RSE and Health Education lessons are differentiated in line with whole-school policies.
- All lessons fully comply with the Equality Act 2010 (see section 7)
- As stated in section 4, the lessons are compulsory for all (not including the right to withdraw) and therefore no student will miss lessons for reasons such as intervention work.

- There are no identified barriers for disadvantaged students in our provision for RSE and Health Education. No costs such as guest speakers will be passed on to students.
- Any SEND provision in place for other subjects will also apply to all PD lessons including RSE and Health Education. If appropriate, students with special educational needs who are unable to access the curriculum will be taught the content in an appropriate way (in small groups, through specialist provision or resources, better suited to meet their needs). This will enable them to access the information and begin to develop their skills. It is important that SEND students are taught RSE as they may be particularly vulnerable.

## 7. Equality Act 2010

In designing and delivering RSE and Health Education, the school is aware of and compliant with the Equality

Act 2010. S.28 of the Policy Statement [‘Relationships Education, Relationships and Sex Education \(RSE\) and Health Education’](#) (June 2019) points out the following-

*‘Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership<sup>1</sup>, or sexual orientation (collectively known as the protected characteristics).’*

Therefore, our lessons are not about promoting any particular life style. Our stated aim is that all students regardless of age, sex, sexual orientation, gender, race, disability, religion or belief feel included in our provision and can benefit from the lessons.

All students will be taught about the Equality Act 2010 as part of the wider Personal Development programme in order to teach them about the importance of this legislation now and in future life and employment.

## 8. Roles and Responsibilities

### The role of the Governing Body

The governing body will approve the RSE policy and hold the Headteacher to account for its implementation. Designated members of the governing body will work with teaching staff to assess the quality and impact of RSE and Health Education and to conduct annual reviews of the policy.

### The role of the Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw students from (non-statutory/science) components of RSE.

### The role of staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to students whose parents wish them to be withdrawn from the [nonstatutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

### **The role of parents and students**

At Maghull High School, we value the input of parents and students. Parents will have the opportunity to review and comment on this policy and students will be invited to make suggestions on a regular basis throughout the academic year as part of our student voice programme. Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity; a class code of conduct is shared at the start of each lesson and must be adhered to.

### **9. The right to withdraw**

An outline of the curriculum is laid out in this policy and in addition, a ConnectEd message will be sent to parents a month in advance, to inform of forthcoming Sexual Education lessons. Parents have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE up to an until three terms before the child turns sixteen. After this point, if the student wishes to receive sex education rather than being withdrawn, then the school will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix 3 and addressed to the Headteacher. A copy of withdrawal requests will be placed in the student file. The Headteacher will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to students who are withdrawn from sex education.

### **10. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### **11. Monitoring**

The delivery of RSE is monitored by the Personal Development Coordinator and the DSL through planning scrutinies, learning visits, work scrutinies and staff and student voice. Students' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Personal Development Coordinator and the DSL annually. At every review, the policy will be approved by the Governing Body and the Headteacher.



## Appendix 1

### KS3 Personal Development/RSE Curriculum Framework

	Term 1		Term 2		Term 3	
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, peer on peer abuse, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, knives, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ironing, 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

	Term 1		Term 2		Term 3	
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others Marriage Protected characteristics Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear & emotions Stand up to bullying, the golden rule Organ and blood donation	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	Long-term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, county lines, medicine, vaccinations, immunisation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer 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, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour

	Term 1		Term 2		Term 3	
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, peer on peer abuse, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, peer on peer 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	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, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation

**Maghull High RE/Personal Development/RSE/Citizenship Curriculum Framework for Key Stage 4**

Term	Autumn	Spring	Summer
<b>Workshops</b>	Workshop 1 - Sexual Violence and harassment Workshop 2 - Racism and Black History Workshop 3 - Rape Culture Workshop 4 – Anti-racism	Workshop 5 - Consent Workshop 6 - Contraception	Workshop 7 - Diversity Workshop 8 - Positive Masculinity Workshop 9 – Drug Awareness
<b>Core Theme</b>	<b>Health and Wellbeing Relationships</b>	<b>Health and Wellbeing Relationships</b>	<b>Health and Wellbeing Relationships Living in the Wider World</b>
<b>Topic</b>	<b>Religion, the UK and Radicalisation</b>	<b>Marriage and Family Relationships</b>	<b>Rights and Responsibilities</b>
<b>Year 10</b>	<ul style="list-style-type: none"> <li>What is secularisation?</li> <li>How is Britain diverse religiously?</li> <li>How is Christianity expressed in the UK?</li> <li>Why is Islam the fastest growing UK religion?</li> <li>What is radicalisation?</li> </ul>	<ul style="list-style-type: none"> <li>What is a healthy relationship?</li> <li>How have social views changed?</li> <li>How do faiths view relationships?</li> <li>Why is safe sex important?</li> <li>What is the meaning of marriage?</li> <li>What are the religious views around divorce?</li> </ul>	<ul style="list-style-type: none"> <li>What rights do I have?</li> <li>What responsibilities do I have to myself?</li> <li>What are my responsibilities to others?</li> <li>What are my responsibilities online?</li> <li>What should I see the bigger picture?</li> </ul>
<b>Tutor Period</b>	<ul style="list-style-type: none"> <li>Harassment</li> <li>Sexism</li> <li>Overt &amp; Covert Racism</li> <li>Black Lives Matter</li> <li>Rights in the Workplace</li> <li>Time Management</li> <li>Homelessness</li> <li>Community Cohesion</li> <li>Internet Safety</li> <li>Tattoos</li> <li>Piercings</li> <li>STEM Industries</li> <li>Qualifications</li> </ul>	<ul style="list-style-type: none"> <li>Online reputation</li> <li>Legal consequences of sharing images</li> <li>Right Wing extremism</li> <li>Managing risk and personal safety</li> <li>Anti-social behaviour</li> <li>Binge-drinking</li> <li>Drugs</li> <li>Gangs and knife crime</li> <li>County lines</li> <li>Managing conflict</li> </ul>	<ul style="list-style-type: none"> <li>Revision Skills</li> <li>Time management</li> <li>Emotional wellbeing</li> <li>Mental Health</li> <li>Managing risk</li> <li>Relationship types</li> <li>Voting and democracy</li> <li>Public money and taxes</li> <li>Financial exploitation</li> <li>Foreign aid</li> <li>Human rights</li> <li>LGBTQAI+</li> <li>Hate crimes</li> </ul>

**Maghull High RE/Personal Development/RSE/Citizenship Curriculum Framework for Key Stage 4**

Term	Autumn	Spring	Summer
<b>Workshops</b>	Workshop 1 - Sexual Violence and harassment Workshop 2 - Racism and Black History Workshop 3 - Rape Culture Workshop 4 – Anti-racism	Workshop 5 - Consent Workshop 6 - Contraception	Workshop 7 - Diversity Workshop 8 - Positive Masculinity
<b>Core Theme</b>	<b>Relationships and Citizenship</b>	<b>Health and Wellbeing Living in the Wider World</b>	<b>Health and Wellbeing Living in the Wider World</b>
<b>Topic</b>	<b>Crime and Punishment</b>	<b>Preparation for Post 16 life How do I revise successfully?</b>	<b>Exam Stress and Strategies to Help</b>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>What is crime?</li> <li>What are the aims of punishment?</li> <li>What is domestic abuse?</li> <li>What is sexual abuse?</li> <li>What is capital punishment?</li> </ul>	<ul style="list-style-type: none"> <li>What is financial security?</li> <li>What is my end goal?</li> <li>How does learning work?</li> <li>Which revision strategies might work?</li> <li>Why should I revise?</li> </ul>	<ul style="list-style-type: none"> <li>How do exams make me feel?</li> <li>How can I help myself feel more confident and resilient?</li> <li>How will my exams affect me moving forward?</li> </ul>
<b>Tutor Period</b>	<ul style="list-style-type: none"> <li>Personal Safety</li> <li>Relationship Types</li> <li>Relationship Break-Up</li> <li>Black Lives Matter</li> <li>Privilege</li> <li>Positivity</li> <li>Health &amp; Safety</li> <li>Body Shaming</li> <li>Plastic Pollution</li> <li>Fertility</li> <li>Importance of Sleep</li> <li>Multiculturalism</li> <li>The Future</li> <li>Independent Living</li> </ul>	<ul style="list-style-type: none"> <li>Cybercrime</li> <li>Gambling</li> <li>Employment Law</li> <li>Employment Contracts</li> <li>Risk and personal safety</li> <li>Online reputation</li> <li>Right Wing extremism</li> <li>Managing stress and mental illness</li> <li>County lines</li> <li>Knife crime</li> </ul>	<ul style="list-style-type: none"> <li>Revision mindset</li> <li>Revision skills</li> <li>Careers and CV writing</li> <li>Legal consequences of sharing images</li> <li>Parliamentary system</li> </ul>



## Appendix 2 By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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 (nonsexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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 authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
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STUDENTS SHOULD KNOW	
TOPIC	

Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>
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Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>
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Appendix 3

TO BE COMPLETED BY PARENTS			
Name of child		Class	
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 THE SCHOOL			

Agreed actions from discussion with parents	
Staff signature	