THE MOUNTBATTEN SCHOOL

School Improvement Committee

Relationships, Sex and Health Education Policy

January 2026

Review Date: January 2028

Whitenap Lane Romsey Hampshire SO51 5SY
t: 01794 502 502 f: 01794 502 501 e: info@mountbatten.school
w:www.mountbatten.school Company No. 07560175

1. Aims

The aims of Relationships, Sex and Health Education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

The RSHE curriculum supports the school's Mission Statement to help our students to care, respect and achieve. We want to effectively prepare our young people for success in the modern world with the knowledge, understanding and desire to keep themselves safe, happy, healthy, respectful and tolerant. To empower them with the resilience and confidence to make a difference to their own and others' future.

2. Statutory requirements

As a secondary academy we must provide RSHE to all students as per section 34 of the Children and Social work act 2017. In teaching RSHE, 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.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At The Mountbatten School we teach RSHE as set out in this policy.

3. Policy development

As part of the ongoing consultation on our policy and practice we will continue to consult with staff, students and parents. This process will include:

- Appropriate staff reviewing all relevant information including national and local guidance
- Staff consultation – school staff being given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties to be invited to comment
- Student consultation – investigating exactly what students want from their RSHE
- Ratification – once amendments were made, the policy was shared with trustees and ratified

4. Definition

RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out on our website https://www.mountbatten.school/rshe but we may need to adapt it, as and when necessary, to support the needs of students.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

We will share curriculum materials with parents and carers on request/via our website.

6. Delivery of RSHE

RSHE is taught on a rolling programme and delivered by the students' form tutor through oracy based lessons. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). RSE complements several other curriculum subjects also and where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. Students may also receive stand-alone sessions or assemblies delivered by carefully selected presenters. RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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, same-sex 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, young carers or kinship carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Teachers will make sure that students understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on students of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams/Images
- Videos
- Discussions and practical activities
- Articles

Teachers will make sure that all students' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the students.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the students including any additional needs, such as special educational needs and disabilities (SEND). Resources are checked and reviewed by the RSHE staff, Safeguarding team and teaching staff.

Students will receive monitoring for RSHE based on their oracy skills and engagement with RSHE discussions.

It is important for secondary students to know what the law says about certain topics covered in RSHE, particularly in relation to the law and young people. This will help students identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM),
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes)
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes students feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions

    - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources

7. Use of external organisations and materials

We will make sure that any agency and any materials used are accurate, age and stage appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources are quality assured.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with students' developmental stage
    - Comply with:
        - This policy
        - Our provider access policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with

- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use

8. Roles and responsibilities

8.1 The Board of Trustees

The Trustees will approve the RSHE policy, and hold the Headteacher/Assistant Headteacher to account for its implementation. The Trustees have delegated the approval of this policy to The School Improvement Committee.

8.2 The Assistant Headteacher (Student Services)

The Assistant Headteacher (Student Services)/Director of RSHE & Safeguarding is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSHE, where requests have been made. (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way that is high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from non-statutory RSHE
- Reporting any safeguarding concerns which arise, using the usual process.

Staff do not have the right to opt out of teaching RSHE and all staff who are tutors are required to teach RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Assistant Headteacher (Student Services) or Director of RSHE who can decide upon any appropriate support or training which may need to be put in place.

8.4 Students

Students are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the student wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found at the end of this policy and addressed to the Assistant Headteacher (Student Services) or Director of RSHE.

A copy of withdrawal requests will be placed in the student's educational record. The Assistant Headteacher (Student Services) or Director of RSHE will discuss the request with parents and make all the necessary arrangements. Alternative RSHE work will be given to students who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The Assistant Headteacher (Student Services) and RSHE Coordinators will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide additional support and training for staff teaching RSHE. The wider Safeguarding team, led by the Designated Safeguarding Lead (Assistant Headteacher, Student Services) provide quality assurance of the resources being presented to children and specific training as appropriate.

10. Monitoring arrangements

The delivery of RSHE is monitored by the Assistant Headteacher (Student Services) and the RSHE Coordinators through learning walks, lesson observations and work scrutiny. This is supported by the wider SLT and pastoral leaders.

Students' development in RSHE is monitored by form tutors as part of our internal assessment systems. Parents receive feedback through the student monitoring which is sent home biannually.

This policy will be reviewed by The Assistant Headteacher (Student Services)/Director of RSHE biennially. At every review, the policy will be approved by The School Improvement Committee.

Policy Agreed

Signed by: ……..…….. Date:

Chair of Board of Trustees

(Signed copies are archived in school)

Email address –RemovalSexEd@mountbatten.school

Information for parents

Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Tutor Group	
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	