



Policy Name:	<b>Relationship, Sex, and Health Education (RSHE) Policy</b>		
Owner:	Head of Pastoral		
Last Reviewed:	September 2025	Next Review:	September 2026
This policy will be revised as regulations or review demands.			

## 1. Policy Statement

### 1.1 Vision and Mission

At Mayfield School our vision for Relationships, Sex and Health Education (RSHE) is inspired by the Catholic belief in the dignity of every human being and the call to live with empathy, integrity, and a sense of responsibility. RSHE at Mayfield provides pupils with the knowledge, understanding, and moral foundation they need to live healthy, safe, and fulfilling lives. It helps them to recognise the value of relationships, the importance of moral courage, and the thoughtful use of freedom and choice. The curriculum promotes personal wellbeing, integrity, and it encourages relationships grounded in honesty, trust, and care, guiding pupils to make informed and responsible decisions.

### 1.2 Catholic Ethos

Mayfield is a Catholic school where the values of love, respect, compassion, and service guide every aspect of school life. These values provide the moral and spiritual framework within which Relationships, Sex and Health Education (RSHE) is taught. The programme reflects both the statutory requirements set out by the Department for Education and the Catholic ethos of the school, integrating faith and reason to provide a coherent approach to personal development and wellbeing. Within this ethos, RSHE encourages pupils to reflect on how their choices affect both themselves and others. It promotes care for physical, emotional, and mental health as expressions of gratitude for life and respect for the self. Pupils are guided to recognise that health, relationships, and moral decision-making are closely connected, and that living well involves responsibility, empathy, and balance.

The Catholic ethos also emphasises forgiveness, compassion, and awareness of the needs of others. RSHE supports these principles by fostering understanding, inclusivity, and respect for difference. Pupils are encouraged to listen carefully, think critically, and act with integrity in a community where faith and reason work together to guide choices. Through this approach, Mayfield aims to cultivate a culture of thoughtfulness and moral purpose. Pupils are supported to grow in confidence, wisdom, and compassion, learning to use their gifts in service of others and for the common good.

#### Key Features of the Catholic Ethos in RSHE at Mayfield

- **Integration of Faith, Reason, and Statutory Guidance:** RSHE meets statutory requirements while reflecting the school's Catholic identity, ensuring that faith and reason together inform moral understanding and personal development.
- **Action Not Words:** Pupils are encouraged to live their values in practical ways through kindness, responsibility, and service to others, demonstrating integrity in daily life.
- **Community, Compassion, and Inclusion:** The programme nurtures empathy, understanding, and respect for difference, fostering a community built on cooperation, forgiveness, and shared purpose.
- **Personal Growth and Moral Responsibility:** RSHE supports the formation of confident, reflective young women who act with courage, wisdom, and compassion, recognising that genuine freedom is expressed through thoughtful action and care for others.

## 2. Aims and Objectives

### 2.1 Core Aims

The RSHE programme at Mayfield aims to form confident, informed, and compassionate young women who understand their own worth and the value of others. It supports them in developing the knowledge, skills, and judgement needed to live responsibly and to contribute positively to society.

The core aims of RSHE at Mayfield are to:

1. Educate the whole person, supporting growth in physical, emotional, moral, and social dimensions.
2. Provide accurate, age-appropriate information about relationships, sexuality, and health within a values-based and inclusive framework.
3. Promote self-respect, respect for others, and an understanding of relationships built on care, trust, and integrity.
4. Encourage healthy lifestyles and wellbeing, enabling pupils to make informed and responsible choices.
5. Prepare pupils for adult life by helping them to form positive relationships, manage challenges, and act with confidence and moral awareness.

These aims reflect Mayfield's commitment to fostering wellbeing, integrity, and a sense of purpose within a Catholic educational tradition that values both faith and reason.

### 2.2 Specific Objectives

In order to achieve these aims, RSHE at Mayfield will ensure that pupils:

- Understand the physical and emotional changes of adolescence and the importance of self-care.
- Recognise the role of respect, consent, and responsibility in all relationships.
- Appreciate the importance of emotional wellbeing and how to seek help when needed.
- Develop empathy, confidence, and resilience in managing social and personal situations.
- Demonstrate awareness of how culture, media, and technology influence self-image and behaviour.
- Apply moral reasoning and reflection when making decisions about health, relationships, and wellbeing.

## 3. Statutory and Policy Framework

### 3.1 Statutory Requirements

The Relationships, Sex and Health Education (RSHE) programme at Mayfield is delivered in accordance with the legal requirements of the Department for Education's Statutory Guidance on Relationships, Sex and Health Education (July 2025). RSHE at Mayfield also reflects the principles of the Catholic Education Service (CES) framework for RSE, ensuring that teaching on relationships, sexuality, and wellbeing is consistent with the moral and theological vision of the Catholic Church. The school ensures that all pupils receive education that is appropriate to their age, maturity, and faith context, and that prepares them for adult life.

RSHE at Mayfield includes the following statutory elements (listed in Appendix A):

- **Relationships Education:**

Teaching the fundamental building blocks and characteristics of positive relationships, including friendships, family relationships, and respectful interactions with others both in person and online.

- **Sex Education:**

Providing accurate, age-appropriate information on human sexuality, conception, and the responsibilities of parenthood. This is delivered in a manner that is sensitive, values-based, and consistent with the moral and pastoral ethos of the school.

- **Health Education:**

Addressing the physical and mental aspects of wellbeing, including puberty, body image, emotional regulation, personal safety, and maintaining a healthy lifestyle.

These requirements are embedded within Mayfield's Life Skills, Personal Development, and Form Tutor programmes and are supported by a cross-curricular approach that reinforces key messages through Science, Religious Studies, and pastoral care.

### **3.2 Integration of Catholic Ethos and Statutory Guidance**

While fully adhering to national requirements, Mayfield approaches RSHE through a Catholic understanding of the human person that values dignity, respect, and integrity. This balanced approach ensures that statutory requirements are fully met while maintaining fidelity to the school's Catholic character and Cornelia Connelly's vision of forming strong, thoughtful, and compassionate young women.

Within this framework, RSHE at Mayfield:

- Encourages pupils to understand the importance of love, fidelity, and commitment within family life and relationships.
- Discusses sexuality, gender, and identity in a way that promotes respect, empathy, and compassion for all individuals.
- Presents information on family planning and reproductive health factually and sensitively, in a way that supports moral reflection and responsible decision-making.
- Promotes understanding of legal rights, equality, and personal responsibility in contemporary society.

### **3.3 Reference Documents**

The RSHE policy and programme have been developed in accordance with, and make reference to, the following statutory and advisory documents:

- **DfE Statutory Guidance on Relationships, Sex and Health Education (July 2025)**
- Keeping Children Safe in Education (2025 update)
- Working Together to Safeguard Children (2024)
- Teaching Online Safety in Schools (2023)
- The Prevent Duty (2023)
- Equality Act 2010
- Children and Social Work Act 2017
- Catholic Education Service Model Curriculum for RSE (2020)
- PSHE Association Programme of Study (2023 + update 2025)

This policy should be read alongside the following school documents:

- Life Skills Policy
- Safeguarding and Child Protection Policy
- Equal Opportunities for Pupils
- Mental Health and Wellbeing Policy
- Anti-Bullying Policy
- Acceptable Use of ICT Policy for Pupils
- SMSC and Catholic Ethos Policy

## **4. Curriculum Design and Delivery**

### **4.1 Diversity, Equality and Inclusion**

Mayfield's RSHE curriculum reflects the belief that every pupil is valued, unique, and deserving of respect. The programme promotes equality and inclusion by ensuring that:

- All pupils receive age-appropriate and accessible RSHE, including those with additional learning needs.

- Lessons recognise the variety of experiences and perspectives within the school community, encouraging open, respectful dialogue.
- Resources and case studies are carefully selected to reflect a broad range of lived experiences while remaining consistent with the school's values and Catholic ethos.
- Teachers challenge prejudice, stereotyping, and discriminatory language, fostering a culture of kindness, fairness, and mutual respect.
- Pupils are encouraged to consider issues of justice, human rights, and social responsibility as integral parts of healthy relationships and citizenship.

## **4.2 Organisation and Delivery**

RSHE is delivered through a structured spiral and integrated model which combines timetabled lessons with wider opportunities across school life. The programme is overseen by the Head of Life Skills and Personal Development and guided by an RSHE Committee. This committee meets annually to review the programme, ensuring compliance with statutory requirements, adherence to the Catholic ethos of the school, and continued relevance to the developmental needs of pupils.

### **Modes of Delivery**

- RSHE is integrated within the Life Skills weekly programme and taught during the scheduled RSHE blocks by form tutors and specialist staff.
- Personal Development lessons (Years 7–10) provide extended time to explore Relationships, Health, and Citizenship themes in greater depth.
- Form Time activities focus on wellbeing, resilience, and respectful relationships.
- Assemblies highlight moral, social, and faith-based themes relevant to pupils' lives.
- Peer-led learning enables Sixth Form students to contribute to sessions, such as menstrual wellbeing and mentoring younger pupils.
- External contributors, including healthcare professionals, digital safety experts, chaplaincy representatives, and legal specialists, enrich the curriculum with expertise and real-world perspective.
- Curriculum subjects such as Religious Studies, Science, ICT, and PE embed and reinforce RSHE themes through cross-curricular links.

### **Teaching and Staffing**

The RSHE programme is delivered by form tutors and teachers with subject expertise in areas such as Religious Studies, Science, and Pastoral Care. Members of staff beyond the core RSE team may also contribute sessions or talks in their areas of professional or pastoral expertise, including physical wellbeing, digital safety, and moral development. All staff involved in teaching RSHE receive ongoing guidance and training on safeguarding, inclusivity, and handling sensitive issues to ensure accuracy, confidence, and consistency in delivery. Teachers typically lead RSE blocks each year, often specialising in one or two themes to enhance quality and continuity of teaching.

External specialists may contribute to specific sessions, for example those focusing on health, mental wellbeing, or online safety, where their professional experience supports and enriches the curriculum. All teaching follows the school's safeguarding procedures and upholds confidentiality, clarity of professional boundaries, and respect for individual conscience. Lesson materials are reviewed annually to ensure they remain accurate, age-appropriate, and reflective of pupils' developmental needs.

## **4.3 Pedagogical Approach**

Teaching and learning in RSHE are designed to be reflective, inclusive, and student-centred. The RSHE curriculum uses a range of interactive teaching strategies that encourage participation, reflection, and application to real-life contexts. These include:

- Class and small-group discussion that promotes respectful dialogue and active listening.
- Scenario-based learning and case studies that develop decision-making and empathy.
- Debate and guided reflection to explore moral, ethical, and personal perspectives.
- Role play and simulation exercises that build confidence and communication skills.
- Use of multimedia resources to support engagement and understanding.

Teachers establish clear ground rules to ensure a safe and respectful classroom environment where pupils feel able to ask questions and express opinions.

Assessment in RSHE is formative and reflective. It focuses on pupils' ability to apply understanding, values, and skills rather than on written outcomes. Self-assessment, pupil voice, and teacher observation are used to evaluate engagement, understanding, and personal growth. This pedagogical approach ensures that pupils are active participants in their own learning and that RSHE contributes to their holistic development as confident, thoughtful, and compassionate young women.

### **Lesson Expectations**

It is important that:

- The purpose of each lesson is made clear and the content is relevant, age-appropriate, and engaging.
- Pupils are given opportunities to draw on their own experiences and existing knowledge in a safe and structured way.
- A variety of opportunities exist for pupils to learn, practise, and demonstrate skills, as well as to express coherent opinions and personal understanding.
- Correct terminology is always used when teaching about body parts, relationships, and sensitive issues, ensuring clarity, accuracy, and safeguarding best practice.
- Assessment is continuous and ipsative (self-referenced), with pupils encouraged to reflect on their progress, identify areas for growth, and track their personal development over time.

### **Inclusivity and Differentiation**

- Lessons are designed to be accessible to all pupils, including those with SEND or additional needs.
- Content is carefully pitched to reflect the maturity and prior knowledge of each year group.
- Teaching is responsive to the diverse cultural, faith, and personal backgrounds of Mayfield pupils, ensuring that all voices are respected and valued.
- Resources and case studies reflect a range of experiences while remaining consistent with the school's Catholic ethos and values of respect and dignity.

## **4.4 Cross-Department Collaboration, Safeguarding, and Staff Support**

### **Cross-Department Collaboration**

RSHE is a shared responsibility across the whole school community. The programme benefits from close collaboration between departments and pastoral teams, ensuring that the messages pupils receive about relationships, health, and wellbeing are consistent, accurate, and reinforced across subjects.

- Religious Studies explores moral reasoning, ethical issues, and the spiritual and emotional dimensions of human relationships.
- Science provides biological understanding of human development, reproduction, and health.

- Physical Education promotes positive body image, self-esteem, and the importance of maintaining physical wellbeing.
- Computer Science address online safety, digital behaviour, and the influence of media on self-image and relationships.
- Pastoral Care and the Health and Wellbeing Centre provide early intervention and individual support where needed.
- PSHE and Personal Development lessons complement RSHE by exploring citizenship, equality, and social responsibility.

### **Safeguarding and Staff Support**

Safeguarding is central to the delivery of RSHE. All teaching follows the school's Safeguarding and Child Protection Policy and supports the broader safeguarding culture of Mayfield. Lessons address issues such as consent, healthy boundaries, online behaviour, and personal safety in ways that empower pupils and reinforce their right to respect and protection.

All RSHE staff are trained in recognising safeguarding concerns, managing disclosures appropriately, and maintaining clear professional boundaries. When sensitive issues arise, staff follow established reporting procedures and work in partnership with the Designated Safeguarding Lead (DSL), Deputy DSLs, Heads of Year, House Mistresses and Form tutors.

The school recognises that RSHE teaching can sometimes raise challenging questions or emotional responses for both pupils and staff. Support is available for teachers through:

- Ongoing professional development and training in RSHE and safeguarding.
- Access to the Head of Life Skills and DSL for advice and debriefing following sensitive lessons.
- Peer collaboration and sharing of resources within the RSHE team.
- Pastoral support for staff where discussions have been emotionally demanding.

Confidentiality is always maintained in line with safeguarding expectations. Staff are reminded that absolute confidentiality cannot be guaranteed where safeguarding concerns arise, and pupils are made aware of this from the outset. This collaborative and safeguarding-focused approach ensures that RSHE at Mayfield is delivered with professionalism, empathy, and care, while maintaining the highest standards of pastoral responsibility.

### **5. Curriculum Overview – RSHE**

RSHE at Mayfield follows a spiral and age-appropriate curriculum, ensuring that knowledge, understanding, and skills are developed progressively as pupils move through the school. The programme builds on prior learning each year, deepening understanding and helping pupils apply core values and concepts to new and more complex contexts. It also promotes British values of democracy, the rule of law, individual liberty, and mutual respect, which are embedded across all seven themes and reinforced through assemblies, pastoral care, and wider school life.

RSHE is structured around seven interlinked themes, which are revisited and expanded from Year 7 to Sixth Form. Each theme incorporates aspects of relationships, health, emotional wellbeing, personal identity, and moral understanding, reflecting both statutory guidance and Mayfield's Catholic ethos.

The RSHE curriculum is taught progressively across Years 7–13, ensuring continuity between lower school, GCSE years, and the Sixth Form. The spiral structure allows pupils to revisit key topics with increasing depth and sophistication as their understanding and maturity grow.

### **Theme 1: Building Positive Relationships and Respect**

Pupils learn the qualities of friendship, empathy, and healthy communication, exploring how respect and trust underpin all relationships. As they progress, they consider romantic relationships, commitment, and long-term respect, culminating in mature reflection on vocation and adult life.

- In Year 7, pupils learn how to make and maintain friendships, show empathy, and understand boundaries.
- In Year 8, they explore positive communication, self-esteem, and the impact of peer influence.
- In Year 9, they examine diversity, inclusion, and the importance of challenging prejudice.
- In Year 10, the focus turns to healthy romantic relationships, consent, and respect online.
- In Year 11, pupils consider long-term commitment, marriage, and respect within adult relationships.
- In the Sixth Form, they reflect on vocation, faith, and sustaining respectful adult relationships.

### **Theme 2: Understanding the Self – Identity, Puberty, and Wellbeing**

This theme supports pupils in developing self-awareness, confidence, and resilience. They explore how physical and emotional changes affect self-image and mental health and learn strategies for managing challenges, stress, and transitions as they move towards independence.

- In Year 7, pupils learn about puberty, emotional regulation, and developing self-care.
- In Year 8, they consider body image, social comparison, and confidence.
- In Year 9, they explore gender expectations, stereotypes, and equality.
- In Year 10, they study mental health, resilience, and coping strategies.
- In Year 11, they reflect on loss, change, and preparing for independence.
- In the Sixth Form, they integrate wellbeing, identity, and purpose in preparation for adult life.

### **Theme 3: Families, Marriage, and Community**

Pupils examine the different forms and functions of family life, the roles of love and responsibility, and the values of fidelity and care. Later years focus on marriage, parenthood, and vocation, helping pupils to consider personal responsibility within adult relationships.

- In Year 7, pupils understand family structures and the importance of love and trust.
- In Year 8, they explore responsibility and empathy within family and friendship groups.
- In Year 9, they examine marriage, cohabitation, parenting roles, and stability.
- In Year 10, they link family values to personal relationships and readiness for intimacy.
- In Year 11, they reflect on fidelity, lifelong commitment, and vocation.
- In the Sixth Form, they discuss parenthood, family planning, and relationships in modern society.

### **Theme 4: Consent, Safety, and Online Responsibility**

This theme equips pupils with knowledge and skills to stay safe in both physical and digital environments. They learn about privacy, boundaries, and consent, developing digital resilience and moral awareness about online conduct, personal safety, and respect for others.

- In Year 7, pupils learn about privacy, consent, and digital boundaries.
- In Year 8, they consider online behaviour, media pressure, and the influence of comparison.
- In Year 9, they learn about online risks, exploitation, and recognising unhealthy relationships.
- In Year 10, they explore consent in real and digital contexts and understand legal implications.
- In Year 11, they reflect on accountability, digital reputation, and personal ethics.
- In the Sixth Form, they apply digital responsibility to professional and personal life.

### **Theme 5: Health, Alcohol, and Substance Use**

Pupils are encouraged to make informed, responsible choices about physical health, diet, exercise, and substance use. As they progress, they explore the links between mental wellbeing, risk-taking, and personal responsibility, preparing them for independent life and university settings.

- In Year 7, pupils explore balanced diet, exercise, and wellbeing.
- In Year 8, they learn about caffeine, tobacco, and alcohol awareness.
- In Year 9, they discuss prescription and illegal drugs, media influence, and addiction.
- In Year 10, they link mental health to coping mechanisms and risk.
- In Year 11, they examine the impact of substances on decision-making and consent.
- In the Sixth Form, they focus on responsible choices and independence in social contexts.

### **Theme 6: Sexuality, Intimacy, and Moral Decision-Making**

This theme provides accurate, age-appropriate information about human sexuality, intimacy, and emotional readiness. Pupils reflect on love, attraction, and commitment within the context of respect, conscience, and moral decision-making, developing a mature understanding of personal responsibility.

- In Year 7, pupils learn about friendship boundaries, consent, and emotional awareness.
- In Year 8, they explore attraction, affection, and early relationships.
- In Year 9, they consider commitment, happiness, and emotional maturity.
- In Year 10, they discuss readiness for intimacy, fidelity, and moral reflection.
- In Year 11, they learn about fertility, family planning, and ethical decision-making.
- In the Sixth Form, they reflect on adult relationships, freedom, and moral independence.

### **Theme 7: Citizenship, Social Justice, and Values**

Pupils develop awareness of fairness, equality, and active citizenship through the lens of British values and Catholic social teaching. They explore diversity, inclusion, and social responsibility, learning how their values and actions contribute to a just and compassionate society rooted in democracy, respect, and integrity.

- In Year 7, pupils are introduced to fairness, friendship, and social responsibility.
- In Year 8, they examine advertising, influence, and media bias.
- In Year 9, they learn about equality, discrimination, and British values.
- In Year 10, they consider democracy, liberty, and civic participation.
- In Year 11, they explore leadership, integrity, and positive influence.
- In the Sixth Form, they apply Catholic social teaching to ethical decision-making and active citizenship.

In Appendix B, each theme is presented in full, outlining the year-by-year focus and progression, showing clear links between topics such as mental health, relationships, and decision-making across different stages of learning. This document is a live and evolving resource, reviewed annually by the RSHE Committee to reflect pupil feedback, emerging national priorities, and updates to the Department for Education Statutory Guidance.

## **6. Pastoral Welfare of Students Related to RSHE**

The RSHE programme is underpinned by Mayfield's strong pastoral care system, ensuring that pupils are supported both within and beyond the classroom. Sensitive issues raised in RSHE lessons are handled with care and discretion, and pupils are guided towards appropriate sources of support when needed.

### **6.1 Whole-School Support**

- Pastoral care is coordinated through Form Tutors, Heads of Year, Housemistresses, the Head of Pastoral Care (Designated Safeguarding Lead), the Lay Chaplain, and other senior staff to provide consistent and effective support for every pupil.
- Teachers deliver the RSHE programme in accordance with whole-school policies, including the Safeguarding and Child Protection Policy, Anti-Bullying Policy, and Acceptable Use of ICT Policy.

- Staff follow the Staff Code of Conduct and have access to the school's pastoral network for guidance, advice, and escalation when necessary.
- The Health and Wellbeing Centre provides confidential medical and emotional support, with signposting to external professionals such as counsellors, nurses, or mental health specialists where appropriate.
- The Chaplaincy Team plays an active role in promoting spiritual and emotional wellbeing, offering prayer, reflection, and individual guidance as part of the school's holistic care for each student.

## **6.2 Safeguarding Links**

- The RSHE programme is closely aligned with the school's Safeguarding and Child Protection Policy, ensuring that topics such as consent, healthy boundaries, online safety, sexual harassment, exploitation, self-harm, and mental health are addressed in a sensitive, age-appropriate, and protective manner.
- Any disclosures made during RSHE lessons are managed according to safeguarding procedures to ensure pupils receive timely and appropriate support.
- Staff are trained to recognise signs of distress or vulnerability and to respond professionally, involving the Designated Safeguarding Lead where necessary.
- The programme reinforces the message that all pupils have the right to feel safe, respected, and valued.

## **6.3 Specialist and External Support**

- External speakers and specialists, including healthcare professionals, digital safety experts, and legal advisors, contribute to the RSHE curriculum, offering expert insight and practical guidance.
- All visiting speakers are briefed in advance, supervised throughout, and their materials are reviewed to ensure they are appropriate, accurate, and consistent with the school's Catholic ethos.
- Parents are engaged in this network of support through webinars, parent information evenings, and newsletters, helping them to feel confident in discussing sensitive topics with their daughters at home.

## **6.4 Wellbeing and Accessibility**

- Pastoral provision is both proactive and responsive, with regular monitoring of pupil wellbeing across the school by form tutors, pastoral staff, and the Health and Wellbeing Centre.
- Support is tailored to individual needs, ensuring inclusivity for pupils with SEND or additional pastoral concerns.
- The school promotes an environment where pupils feel confident to seek help and are assured that concerns will be met with compassion, respect, and discretion.

## **7. Monitoring, Evaluation, and Review**

RSHE at Mayfield is regularly reviewed to ensure that it remains current, effective, and responsive to the needs of pupils. The monitoring process focuses on quality of teaching, consistency of delivery, pupil engagement, and the overall impact of the programme on personal development and wellbeing.

### **7.1 Monitoring the Programme**

- The Head of Life Skills and Personal Development has overall responsibility for monitoring the delivery and impact of RSHE, supported by the RSHE Committee and the Head of Pastoral Care (DSL).
- Monitoring activities include lesson observations, learning walks, scrutiny of planning materials, and informal feedback from staff and pupils.

- Regular review meetings ensure that topics remain aligned with statutory guidance, current safeguarding concerns, and pupil needs.
- Findings are shared with the Senior Leadership Team (SLT) and the Governing Body, enabling strategic oversight and accountability.
- The review process also includes consultation with staff delivering the course, senior and boarding staff, and the Health and Wellbeing Centre. Feedback is sought from students and parents to ensure that the curriculum remains relevant and age-appropriate. Each review cycle considers the structure of the programme, the quality of resources, staff development needs, and the contribution of external speakers. Targets are then set for future improvement to ensure that the RSHE curriculum continues to meet pupils' evolving needs.

## **7.2 Evaluation and Feedback**

- Evaluation draws on pupil voice, teacher feedback, and parental consultation to assess engagement, understanding, and the perceived relevance of the curriculum.
- Student feedback is gathered through surveys, form discussions, and reflective exercises, providing insight into how pupils are responding to topics and teaching methods.
- Each year, pupil representatives from across year groups are invited to share their views through the School Council and targeted focus groups. Their perspectives help to refine lesson content, identify emerging needs, and ensure that the curriculum remains engaging and meaningful. Anonymous question boxes are also used during RSHE units, allowing pupils to raise sensitive questions safely and ensuring that lessons respond directly to the issues that matter most to them.
- Parents are invited to provide feedback through information evenings, webinars, and ongoing communication with the Life Skills Department.
- Staff reflection is encouraged after each unit to identify areas of strength and opportunities for improvement.
- Findings from evaluations are used to inform curriculum planning, update resources, and adapt delivery methods as needed.

## **Assessment and Reflection**

Assessment in RSHE is continuous, formative, and ipsative in nature, encouraging pupils to measure their progress against their own previous understanding rather than against others. Pupils are given regular opportunities to reflect on what they have learned, identify areas for personal growth, and set targets for future development. Teachers use mind maps, continuum lines, discussion prompts, and pupil self-assessments to track understanding and emotional maturity, focusing on how knowledge translates into values and actions.

## **7.3 Staff Development and Training**

- Teachers involved in RSHE receive ongoing training and professional development to ensure confidence, accuracy, and sensitivity in lesson delivery. Training covers safeguarding updates, inclusive teaching strategies, and guidance on handling difficult questions or disclosures.
- New staff are introduced to RSHE principles during induction, and all teachers have access to advice from the Head of Life Skills and the DSL.
- The school invests in regular collaboration with national and diocesan networks, ensuring best practice and alignment with both statutory guidance and the Catholic Education Service framework.

## **7.4 Policy Review**

- This policy is reviewed annually by the Head of Life Skills and Personal Development, in consultation with the Senior Leadership Team, the RSHE Committee, and the Governing Body. The review considers updates to statutory guidance, safeguarding policies, and emerging national priorities for pupil wellbeing and education.
- Revisions are communicated to staff and parents, ensuring transparency and shared understanding of the aims and scope of RSHE at Mayfield.

## **7.5 Impact and Continuous Improvement**

Mayfield is committed to continuous improvement in RSHE. The impact of the programme is measured not only through engagement and feedback but through its contribution to pupils' personal growth, moral awareness, and capacity for responsible decision-making. RSHE is considered successful when pupils demonstrate:

- Respect for themselves and others.
- Confidence in discussing sensitive issues with maturity and empathy.
- Awareness of how to stay safe, healthy, and responsible both online and offline.
- Understanding of British values and Catholic social teaching as guiding principles for life.

Recommendations from these reviews inform updates to Appendix B and contribute to the school's ongoing strategic and pastoral development. This approach ensures that assessment is continuous, meaningful, and aligned with the values of the programme, supporting each pupil's journey towards becoming a confident, thoughtful, and responsible young woman.

This ongoing process of reflection and evaluation ensures that RSHE continues to be a living expression of Mayfield's mission to educate the whole person in intellectual, moral, emotional, social, and spiritual dimensions.

## **8. Contribution of RSHE to the Wider School Ethos**

RSHE at Mayfield forms a central part of the Life Skills and Personal Development programme, helping pupils to understand how personal wellbeing, moral integrity, and respectful relationships reflect the values of the wider school community. The curriculum supports the development of empathy, confidence, and discernment so that pupils can make informed, responsible decisions about their relationships and health.

Through lessons that explore communication, consent, equality, and digital responsibility, pupils learn to apply the principles of compassion, justice, and respect in everyday life. They are encouraged to recognise unhealthy influences, understand the law relating to consent and privacy, and appreciate the value of commitment and mutual care within family and friendship.

Delivered within Mayfield's faith-based ethos, RSHE promotes open discussion, reflection, and respect for all. Pupils agree to set ground rules at the start of each unit and can raise questions anonymously, ensuring that sensitive issues are addressed safely. The programme complements learning in Science, Religious Studies, and tutor time, reinforcing consistent messages across the curriculum.

## **9. The Right to Withdraw**

In line with the Department for Education Statutory Guidance (2025):

- Parents or carers have the right to withdraw their child (up to and until three terms before the child turns 16) from any or all of the sex education components within the Life Skills curriculum, except for content covered in the National Curriculum for Science.

- The sex education component refers specifically to teaching about “Intimate Sexual Relationships, including sexual health.”
- After this age, participation becomes the student’s choice.
- There is no right to withdraw from Relationships Education or Health Education, as these are statutory requirements.
- Students cannot be withdrawn from any sex education content taught as part of the Science curriculum.
- Requests to withdraw will normally be granted unless there are exceptional circumstances.

When a withdrawal request is made:

- The Head of Life Skills or Head of Pastoral will meet with parents/carers (and the student, where appropriate) to:
  - Clarify their wishes and reasons for the request.
  - Explain the educational aims and moral framework of the Life Skills curriculum.
  - Outline the potential risks of withdrawal, including the likelihood of pupils receiving inaccurate information from peers or external sources.

If the decision to withdraw is confirmed, the pupil will be provided with suitable alternative work and supervised appropriately during RSHE lessons. Once a pupil reaches the age of sixteen, she may choose independently whether to participate in the sex education components of RSHE.

Mayfield aims to ensure that all discussions surrounding withdrawal requests are handled sensitively and respectfully, maintaining open communication between school and home.

## **10. Working with Parents and the Wider Community**

### **10.1 Parental Involvement**

Mayfield recognises parents as the primary educators of their children, particularly in matters of relationships and sexuality. The school is committed to maintaining a strong partnership with parents by ensuring they are well informed, consulted, and supported in engaging with the RSHE curriculum.

Parents are invited to review this policy annually and are consulted about significant updates to content or delivery. Occasional parent surveys provide opportunities for feedback and reflection, helping the school to ensure that the programme remains relevant and aligned with community values. In addition, the school hosts workshops and webinars that equip parents to discuss sensitive topics with their daughters confidently at home.

### **10.2 Community Engagement**

The RSHE programme benefits from collaboration with the wider community, including healthcare professionals, chaplaincy representatives, and external specialists. These partnerships enrich learning by providing expert insight and real-world perspectives, while ensuring that all information is accurate, current, and presented in a safe and balanced way. All visiting speakers are carefully vetted and supervised. Sessions delivered by external contributors are planned in collaboration with staff to ensure consistency with Mayfield’s ethos and safeguarding standards.

## **11. Policy Enhancements and Emerging Safeguarding Priorities**

In response to the evolving statutory guidance outlined in KCSIE 2025 and the updated RSHE framework, the following enhancements have been integrated into the RSHE Policy:

### **11.1. Inclusion of Emerging RSHE Topics**

- Sextortion and online scams.
- AI chatbot risks and fake intimacy.
- Pornography's influence on sexual attitudes.
- Harmful subcultures (e.g. incels, toxic influencers).

#### 11.2. Clarification of Gillick Competence

- Clear explanation of how it applies to RSHE and safeguarding decisions.
- Staff training to recognise and respect pupil competence.

#### 11.3. Staff Training on Emerging Safeguarding Risks

- Annual inset training and updates covering misinformation, AI risks, and digital coercion.
- Led by DSL and Head of Life Skills, with external input.

These additions ensure that the RSHE curriculum remains responsive to contemporary safeguarding challenges and continues to reflect best practice in statutory compliance and pastoral care. These statutory requirements are listed in Appendix A of this policy.

These requirements are embedded within Mayfield's Life Skills, Personal Development, and Form Tutor programmes and are supported by a cross-curricular approach that reinforces key messages through Science, Religious Studies, and pastoral care.

## **Appendix A Government Statutory Requirements for RSE Teaching**

### **FAMILIES**

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
5. That forced marriage and marrying before the age of 18 are illegal.
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

### **RESPECTFUL RELATIONSHIPS INCLUDING FRIENDSHIPS**

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or

encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.

10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called “involuntary celibates” (incels) or online influencers.

## **ONLINE MEDIA, INCLUDING INTERNET SAFETY AND HARMS**

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.
7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.

11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information and data is generated, collected, shared and used online.
13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

## **BEING SAFE**

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or

hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.

14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

## **INTIMATE SEXUAL RELATIONSHIP, INCLUDING SEXUAL HEALTH**

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
4. 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.
5. That some sexual behaviours can be harmful.
6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision- making.
7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

## **THE LAW**

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage

- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

## **MENTAL WELLBEING**

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something to be ashamed of.
4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.
6. How to critically evaluate which activities will contribute to their overall wellbeing.
7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones.
10. That stopping smoking can improve people's mental health and decrease anxiety.

## **INTERNET SAFETY AND HARMS CONNECTED TO MENTAL WELLBEING**

1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
2. 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; the impact that an over-reliance on

- online relationships, including relationships formed through social media, can have.
3. 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.
  4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
  5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
  6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
  7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

## **PHYSICAL HEALTH AND FITNESS**

1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
2. Factual information about the prevalence and characteristics of more serious health conditions.
3. That physical activity can promote wellbeing and combat stress.
4. The science relating to blood, organ and stem cell donation.

## **HEALTHY EATING**

1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
3. The impacts of alcohol on diet and unhealthy weight gain.

## **MAINTAINING HEALTH AND PREVENTION OF ILLNESS**

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- (late secondary) the benefits of regular self-examination and screening
- the facts and science relating to immunisation and vaccination
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn

## **DRUGS ALCOHOL AND TOBACCO**

1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
2. The law relating to the supply and possession of illegal substances.
3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol

consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.

4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
5. The dangers of the misuse of prescribed and over-the-counter medicines.
6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

## **HEALTH PROTECTION AND PREVENTION AND UNDERSTANDING THE HEALTHCARE SYSTEM**

1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
5. The facts and scientific evidence relating to vaccination, immunization and antimicrobial resistance. The introduction of topics relating to vaccination and immunization should be aligned with when vaccinations are offered to pupils.
6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.
7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.
8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.
9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

## **PERSONAL SAFETY**

1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).
2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.
4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.

5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).
6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

### **BASIC FIRST AID**

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries
- basic treatment for common injuries
- life-saving skills, including how to administer CPR
- the purpose of defibrillators and when one might be needed and who can use them.

### **DEVELOPING BODIES**

1. The main changes which take place in males and females, and the implications for emotional and physical health.
2. The facts about puberty, the changing adolescent body, including brain development.
3. About menstrual and gynaecological health, including what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.
4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

## Appendix B – RSHE Curriculum

Appendix B provides the full breakdown of the RSHE curriculum by theme and year group. It outlines the key learning objectives and shows how understanding develops through a spiral, age-appropriate structure, building from foundational concepts in the lower years to critical reflection and independence in the Sixth Form. This is a *live document* that is reviewed and updated regularly to reflect emerging needs, national guidance, and arising issues. It is formally updated each year as part of the programme review process outlined in Section 7, ensuring that the curriculum remains relevant, responsive, and aligned with Mayfield’s mission to educate the whole person.

### Theme 1: Building Positive Relationships and Respect

Year	Focus	Progression
Year 7	<ul style="list-style-type: none"> <li>• Making and maintaining friendships</li> <li>• Empathy and respect</li> <li>• Managing conflict</li> <li>• Personal boundaries and privacy</li> </ul>	Pupils begin to understand how respect, empathy, and effective communication form the basis of positive and lasting friendships.
Year 8	<ul style="list-style-type: none"> <li>• Positive communication and listening</li> <li>• Bystander behaviour and responsibility</li> <li>• Body image and self-worth</li> </ul>	Builds on earlier learning by developing awareness of how actions, words, and self-perception influence relationships and group dynamics.
Year 9	<ul style="list-style-type: none"> <li>• Diversity and inclusion</li> <li>• Prejudice, stereotypes, and equality</li> <li>• Challenging discrimination</li> </ul>	Extends relational understanding to a wider social context, enabling pupils to apply empathy, fairness, and moral awareness to difference and identity.
Year 10	<ul style="list-style-type: none"> <li>• Healthy romantic relationships</li> <li>• Boundaries and consent</li> <li>• Digital respect and intimacy online</li> </ul>	Deepens learning through reflection on trust, emotional maturity, and responsibility in both personal and digital relationships.
Year 11	<ul style="list-style-type: none"> <li>• Long-term commitment</li> <li>• Marriage and family life</li> <li>• Respect within adult relationships</li> </ul>	Builds on understanding of responsibility and fidelity, encouraging reflection on long-term relationships, moral choices, and respect for self and others.
Sixth Form	<ul style="list-style-type: none"> <li>• Respectful adult relationships and vocation</li> <li>• Faith, sexuality, and independence</li> <li>• Reflecting on values in adult life</li> </ul>	Consolidates prior learning by preparing pupils to approach adult relationships with maturity, discernment, and a clear sense of personal responsibility.

### Theme 2: Understanding the Self – Identity, Puberty, and Wellbeing

Year	Focus	Progression
Year 7	<ul style="list-style-type: none"> <li>• Puberty and body changes</li> <li>• Menstrual wellbeing</li> <li>• Personal hygiene and sleep</li> <li>• Emotional regulation and self-awareness</li> </ul>	Introduces pupils to understanding and managing physical and emotional changes during puberty while recognising the importance of self-care and wellbeing.
Year 8	<ul style="list-style-type: none"> <li>• Self-esteem and confidence</li> <li>• Body image and social comparison</li> <li>• Media and online influence</li> </ul>	Encourages awareness of media influence, self-worth, and resilience in managing appearance and identity pressures.
Year 9	<ul style="list-style-type: none"> <li>• Gender expectations and stereotypes</li> <li>• Power imbalance and identity</li> <li>• Recognising self-worth and agency</li> </ul>	Develops critical understanding of gender, equality, and personal identity within social and cultural contexts.
Year 10	<ul style="list-style-type: none"> <li>• Mental health and coping mechanisms</li> <li>• Anxiety, stress, and resilience</li> <li>• Self-harm awareness</li> </ul>	Promotes understanding of emotional wellbeing, recognising early signs of distress and healthy coping strategies.
Year 11	<ul style="list-style-type: none"> <li>• Change, loss, and grief</li> <li>• Transition to independence</li> </ul>	Supports emotional literacy through managing change and developing independence and reflection.
Sixth Form	<ul style="list-style-type: none"> <li>• Integrating wellbeing and independence</li> <li>• Balancing mental, emotional, and physical health</li> </ul>	Encourages holistic integration of self-knowledge, purpose, and emotional resilience in preparation for adulthood.

### Theme 3: Families, Marriage, and Community

Year	Focus	Progression
Year 7	<ul style="list-style-type: none"> <li>Understanding family types and roles</li> <li>Love, trust, and security</li> </ul>	Introduces the concept of family as a place of belonging and mutual care, laying the foundation for understanding commitment and responsibility.
Year 8	<ul style="list-style-type: none"> <li>Responsibility and empathy within families</li> <li>Friendship and support networks</li> </ul>	Builds appreciation of family and friendship responsibilities, reinforcing respect and empathy.
Year 9	<ul style="list-style-type: none"> <li>Family structures and parenting roles</li> <li>Marriage, cohabitation, and blended families</li> </ul>	Expands understanding to different family contexts, linking to stability, nurture, and shared responsibility.
Year 10	<ul style="list-style-type: none"> <li>Healthy romantic relationships</li> <li>Readiness for intimacy and moral responsibility</li> </ul>	Explores how family values influence personal relationships and the importance of reflection and moral reasoning.
Year 11	<ul style="list-style-type: none"> <li>Marriage and lifelong commitment</li> <li>Fidelity and family life</li> </ul>	Deepens understanding of commitment and vocation in the context of adult relationships and family life.
Sixth Form	<ul style="list-style-type: none"> <li>Parenthood and family planning</li> <li>Faith and modern family life</li> </ul>	Encourages reflection on vocation, responsibility, and life choices within contemporary family and community contexts.

### Theme 4: Consent, Safety, and Online Responsibility

Year	Focus	Progression
Year 7	<ul style="list-style-type: none"> <li>Privacy, consent, and respect for space</li> <li>Online safety and responsible use</li> </ul>	Introduces personal safety, bodily autonomy, and the basics of responsible online behaviour.
Year 8	<ul style="list-style-type: none"> <li>Social media pressure and influence</li> <li>Reality versus the online world</li> </ul>	Encourages reflection on online influence, comparison, and digital wellbeing.
Year 9	<ul style="list-style-type: none"> <li>Grooming, online exploitation, and fake news</li> <li>Recognising unhealthy relationships</li> </ul>	Develops critical awareness of manipulation, misinformation, and personal boundaries.
Year 10	<ul style="list-style-type: none"> <li>Consent in real and digital contexts</li> <li>Sexting and legal consequences</li> </ul>	Applies moral and legal frameworks to consent, risk, and accountability in adolescent experience.
Year 11	<ul style="list-style-type: none"> <li>Digital reputation and adult consent</li> <li>Legal protection and online ethics</li> </ul>	Reinforces awareness of personal accountability, law, and ethical online behaviour.
Sixth Form	<ul style="list-style-type: none"> <li>Professional and personal boundaries</li> <li>Digital ethics in adult life</li> </ul>	Prepares students for responsible independence in managing digital identity and relationships.

### Theme 5: Health, Alcohol, and Substance Use

Year	Focus	Progression
Year 7	<ul style="list-style-type: none"> <li>Healthy living: nutrition, exercise, and wellbeing</li> <li>Building habits for physical health</li> </ul>	Introduces balanced lifestyle choices, promoting physical and mental health as foundations for wellbeing.
Year 8	<ul style="list-style-type: none"> <li>Introduction to substances: caffeine, smoking, and alcohol</li> <li>Understanding moderation and influence</li> </ul>	Builds early understanding of the effects and risks of legal substances and moderation.
Year 9	<ul style="list-style-type: none"> <li>Prescription and illegal drugs</li> <li>Addiction and media influence</li> </ul>	Develops critical thinking about external influence and the importance of informed decision-making.
Year 10	<ul style="list-style-type: none"> <li>Mental health and unhealthy coping mechanisms</li> <li>Substance misuse and resilience</li> </ul>	Links emotional wellbeing with risk management and decision-making.

Year 11	<ul style="list-style-type: none"> <li>• Alcohol, drugs, and sexual consent</li> <li>• Managing peer pressure and vulnerability</li> </ul>	Explores links between substance use, decision-making, and consent, developing moral reasoning and responsibility.
Sixth Form	<ul style="list-style-type: none"> <li>• Adult responsibility around substance use</li> <li>• Social settings, moderation, and health</li> <li>• Decision-making in social contexts</li> </ul>	Prepares pupils for university life and independence, reinforcing responsible judgement and wellbeing.

### Theme 6: Sexuality, Intimacy, and Moral Decision-Making

Year	Focus	Progression
Year 7	<ul style="list-style-type: none"> <li>• Consent and friendship boundaries</li> <li>• Emotional awareness</li> </ul>	Lays foundations for understanding respect and dignity in early relationships.
Year 8	<ul style="list-style-type: none"> <li>• Love versus attraction</li> <li>• Emotions and early relationships</li> </ul>	Encourages discernment, self-control, and understanding of emotional development.
Year 9	<ul style="list-style-type: none"> <li>• Relationships and happiness</li> <li>• Commitment and stability</li> </ul>	Links emotional maturity with moral responsibility and the importance of stable relationships.
Year 10	<ul style="list-style-type: none"> <li>• Readiness for intimacy</li> <li>• Chastity, fidelity, and personal responsibility</li> </ul>	Introduces reflection on intimacy, fidelity, and moral decision-making.
Year 11	<ul style="list-style-type: none"> <li>• Fertility and family planning</li> <li>• Moral decision-making and sexual ethics</li> </ul>	Connects decision-making to vocation, moral awareness, and responsible adulthood.
Sixth Form	<ul style="list-style-type: none"> <li>• Adult relationships and independence</li> <li>• Balancing love, faith, and moral responsibility</li> </ul>	Encourages reflection on love, faith, and responsibility in the context of mature decision-making.

### Theme 7: Citizenship, Social Justice, and Values

Year	Focus	Progression
Year 7	<ul style="list-style-type: none"> <li>• Fairness, friendship, and active citizenship</li> <li>• Respect and community life</li> </ul>	Introduces concepts of fairness, kindness, and participation in community life.
Year 8	<ul style="list-style-type: none"> <li>• Influence, advertising, and media bias</li> <li>• Understanding democracy and laws</li> </ul>	Builds critical understanding of influence, persuasion, and informed choice.
Year 9	<ul style="list-style-type: none"> <li>• Equality, discrimination, and British values</li> <li>• Human rights and freedom of speech</li> </ul>	Encourages understanding of diversity, justice, and inclusion.
Year 10	<ul style="list-style-type: none"> <li>• Digital influence and democracy</li> <li>• Individual liberty and critical thinking</li> </ul>	Develops civic awareness, encouraging active participation and moral integrity.
Year 11	<ul style="list-style-type: none"> <li>• Leadership and positive influence</li> <li>• County Lines and criminal exploitation</li> <li>• Ethical behaviour and inclusion</li> </ul>	Prepares pupils to model values and act as responsible leaders.
Sixth Form	<ul style="list-style-type: none"> <li>• Ethical decision-making and adult citizenship</li> <li>• Catholic social teaching and moral responsibility</li> <li>• Extremism, misogyny, and social media influence</li> </ul>	Integrates moral responsibility, active citizenship, and critical reflection on contemporary issues.