

Relationships, Sex and Health Education Policy

Approved by: The NSB Trust Board

Last reviewed: July 2025

To be reviewed annually

To be reviewed in light of any DfE guidance and updates

Links to Other Policies and Guidance:

This RSHE policy supports and complements the following school/Trust policies:
Equality and Diversity; Health and Safety; Child Protection and Safeguarding; Curriculum and Learning



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Aims, Rational and Ethos

At our school, we believe that Relationships, Sex and Health Education (RSHE) is essential for the development of the whole person. RSHE helps promote the core values that underpin our ethos, including honesty, integrity, humility, perseverance, tolerance, kindness, and respect for all. We view the partnership between home and school as vital in supporting our pupils' learning and personal growth.

The overarching aim of RSHE is to equip all pupils with the knowledge, skills, and confidence to become responsible, safe, and well-informed citizens. Pupils are supported to be self-aware, empathetic, and able to seek help for themselves and others when required.

More specifically, RSHE aims to:

- Provide all pupils with accurate, unbiased knowledge about relationships, health, and sexual development.
- Create a safe framework for sensitive discussions, encouraging open, accepting dialogue where pupils can challenge attitudes and beliefs and form their own personal values grounded in respect.
- Prepare pupils for puberty and sexual development, including an understanding of health, hygiene, and emotional wellbeing.
- Help pupils develop self-respect, confidence, and empathy, promoting positive attitudes toward themselves and others.
- Foster a positive culture around sexuality and relationships, teaching pupils the correct vocabulary to describe themselves and their bodies.
- Equip pupils with the knowledge and skills to make safe and informed decisions about relationships, intimacy, and reproductive health.
- Teach pupils the correct vocabulary to describe themselves and their bodies

Policy Development

This policy covers our school's approach to Relationships, Sex and Health Education as part of our wider PSHE provision at Northampton School. As part of The NSB Trust, Northampton School's policy mirrors the NSB policy and was developed following consultation with NSB Trust staff, pupils, and parents as well as expert bodies.

The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all Trust staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – Trust parents and any interested parties were invited to view the policy online as part of the consultation and contribute their thoughts.
4. Pupil consultation – we investigated what exactly pupils want from their RSHE using pupil voice and working groups.

5. Ratification – once amendments were made, the policy will be shared with trustees/governors and ratified.

The implementation of this policy and the RSHE programme will be monitored regularly, with feedback from pupils, parents, and staff used to inform improvements. The policy will be reviewed annually, or sooner if required by legislative updates or the evolving needs of our school community.

In the summer of 2026, we will undertake a review in light of updated legislation.

Legislation (statutory regulations and guidance)

We provide Relationships and Sex Education (RSHE) to all pupils in line with Section 34 of the Children and Social Work Act 2017. In teaching RSHE, we are required by our funding agreement to have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

Our RSHE programme follows the statutory guidance from the Department for Education (2019, updated 2021/22) on Relationships Education, Relationships and Sex Education (RSHE) and Health Education. This guidance recognises that young people live in an increasingly complex world and need knowledge and skills to be safe, healthy, and able to manage their academic, personal, and social lives positively.

We recognise that there is further updated guidance (July 2025) and will update the policy in readiness for first teaching in September 2026.

Links to other guidance

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 (PSED) (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

- Learning and Skills Act 2000
- Education and Inspections Act 2006
- Supplementary Guidance: SRE for the 21st Century (2014)
- Keeping Children Safe in Education
- Children and Social Work Act 2017
- Gender Questioning Children (Draft Guidance)

Definitions of RSHE

For the purpose of this policy, Sex Education refers to learning about the physical, social, and emotional aspects of human sexuality and behaviour. This includes human reproduction, conception, contraception, sexually transmitted infections, and sexual health, as well as the influence of media, peers, and societal pressures on sexual behaviour. Some aspects of sex education, such as the science of conception, are taught within the Science curriculum, and when covering infections and prevention, reference may also be made in Health Education. Pupils will be provided with factual information about the law relating to sexual health services to safeguard them, but the focus of Sex Education remains on prevention, safety, and informed decision-making.

Relationship Education teaches pupils about the physical, social, legal, and emotional aspects of human relationships, including friendships, family life, and intimate or committed relationships. It helps pupils develop the knowledge, skills, and values to be safe, happy, and healthy in their interactions with others, both now and in the future. Relationship Education also supports pupils to understand respect, consent, empathy, and equality in all relationships, enabling them to form positive connections and make responsible choices.

Curriculum Design and implementation

Our RSHE programme is an integral part of our whole-school PSHE education provision. It is fully inclusive of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief, and other life experiences, and all lessons are delivered with respect to the school's ethos and overarching commitment to equality and inclusion. Our curriculum follows the statutory guidance set out in "Relationships Education, Relationships and Sex Education (RSHE) and Health Education" (DfE, 2019/2025).

To deliver our PSHE and RSHE curriculum, we use Life Lessons Education as the foundation for our lessons. This programme provides a structured, evidence-based framework that is age-appropriate, inclusive, and responsive to pupils' needs. It ensures that all thematic areas—Health and Wellbeing, Equalities, Financial Wellbeing, Environmental Education, Personal Safety, Careers, and Relationships—are covered effectively, while supporting our school values and promoting the development of safe, responsible, and respectful young people. Lessons are adapted as necessary to reflect statutory guidance, local and national priorities, and the individual needs of pupils.

The curriculum, set out in **Appendix 1**, will be adapted as necessary to reflect any future government recommendations, statutory guidance, local and national priorities, and school priorities. As part of the NSB Trust, our curriculum mirrors that developed in consultation with parents, pupils, and staff, taking into account pupils' age, needs, and experiences to ensure it is age-appropriate, inclusive, and compassionate.

RSHE is taught within the Personal, Social, Health and Economic (PSHE) curriculum, specifically within the Relationships theme (see **Appendix 2** for the whole-school curriculum map). Within PSHE there are 3 core themes Health and Wellbeing Relationships and Living in the Wider World.

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

All lessons are taught in the context of family life, ensuring that there is no stigmatisation of children based on their home circumstances. This includes families with single parents, LGBTQ parents, grandparents, adoptive parents, foster carers, and other structures, as well as children with different support networks, such as looked-after children or young carers. Lessons are delivered sensitively, and pupils are supported to develop the knowledge and skills to form healthy relationships, make safe and informed decisions, and respect themselves and others.

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

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' 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 pupils.

Teachers respond to pupils' questions that fall outside the formal curriculum in an appropriate, factual, and unbiased manner, ensuring pupils can access further information from reliable and appropriate sources. Outside speakers and the assembly programme are also used to support delivery, following safeguarding procedures.

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality. 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 pupils' developmental stage
 - Comply with:
 - This 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
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency’s protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say “no” or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- We won’t, under any circumstances:
 - Work with external agencies that take or promote extreme political positions
 - Use materials produced by such agencies, even if the material itself is not extreme
 - Work with agencies who don’t allow their material to be shared with parents and carers

Teachers respond to pupils’ questions that fall outside the formal curriculum in an appropriate, factual, and unbiased manner, ensuring pupils can access further information from reliable and appropriate sources. Outside speakers and the assembly programme are also used to support delivery, following safeguarding procedures.

Right to withdraw

According to DfE guidelines, Parents and Carers have the right to withdraw their children from some or all parts of Sex Education delivered within RSHE. All students, three terms before they turn 16 have the right to choose if they wish to receive Sex Education and, therefore can opt back in if they have previously been withdrawn.

The details of which lessons within RSHE are classed as Sex Education can be found in **Appendix 2 and 3** (Withdrawal request form) and on our website’s PSHE Parent and Carer Guidance section.

Any request for withdrawal will be followed by a meeting with the relevant person within the Senior Leadership Team. Should Parents/Carers wish to proceed with a withdrawal from Sex Education, they will need to indicate which lessons specifically they wish to withdraw their child from on the Withdrawal Form (**Appendix 3**) and give written explanation for withdrawal. A copy of withdrawal requests will be placed in the pupil’s educational record.

All pupils who are withdrawn from Sex Education will receive alternative PSHE education during those lessons.

Roles and responsibilities

The Trust Board - The trustees will approve the RSHE policy and hold the Headteacher to account for its implementation.

The Headteacher - The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from Sex Education. This communication is managed initially through the relevant person within the Senior Leadership Team.

Assistant Head (Personal Development) – The AH is responsible for creating and updating annually an age-appropriate, spiral curriculum that is fit for purpose following the guidelines of the DfE with consideration for the needs of the pupils of our school. Along with the relevant members of the Senior Leadership Team, reflect on provision using relevant feedback from across the school

Staff – Across Key Stages 3 and 4 PSHE is delivered by a team; delivering RSHE in an informed and sensitive way, modelling positive attitudes to RSHE, monitoring, recording, and assessing progress, responding to the needs of individual pupils, and responding appropriately to pupils whose parents/carers wish them to be withdrawn from Sex Education. All staff should be well versed in the RSHE Policy of the school.

Staff who have concerns about teaching specific aspects of RSHE are encouraged, in the first instance, to discuss this with the Assistant Headteacher in charge of Personal Development.

Effective practice and training

To ensure the highest standard of provision year on year, a working group comprising the Pastoral Management Team and the AH Personal Development will be established to oversee the continual review of practice, curriculum content, and quality assurance within RSHE and PSHE delivery.

All staff involved in the delivery of RSHE will receive high-quality and ongoing professional development to ensure they remain confident, knowledgeable, and compliant with statutory guidance. Training will be provided during designated Staff Training Days and throughout the academic year. Targeted sessions will be coordinated AHT and may include contributions from external professionals, such as school nurses or sexual health specialists, to provide additional expertise and guidance.

This programme of professional development ensures that lessons are delivered safely, accurately, and inclusively, and that staff are fully supported to respond appropriately to pupils' questions and needs.

RSHE provision will be inclusive and accessible to all pupils, including those with special educational needs and disabilities (SEND). Specially trained staff will deliver high-quality lessons supported by additional materials and adapted approaches where required. Further support, including bespoke sessions for parents of pupils with specific needs—such as those with social or communication difficulties—will be provided in consultation with the Inclusion Team.

Safeguarding

The school recognises that effective Relationships and Sex Education (RSHE) can lead to disclosures of child protection or safeguarding concerns, as pupils develop an understanding of what constitutes appropriate and inappropriate behaviour in relationships.

In the event that a member of staff receives a disclosure or is unsure whether information shared by a pupil constitutes a safeguarding concern, they must follow the procedures outlined in **the school's Child Protection Policy**. All concerns should be reported immediately in accordance with the school's safeguarding protocols and in consultation with the Designated Safeguarding Lead (DSL) or a Deputy DSL.

Engaging stakeholders

As part of our whole-school approach to RSHE, we will work closely with parents and carers to ensure full transparency over what is being taught. Parents/carers will be made fully aware of curriculum content and will be supported through a dedicated "Parents/Carers PSHE section on the school website, where our policies and information on resources are published. Pupils will have the opportunity to give feedback on RSHE through Student Voice exercises and questionnaires as part of the Personal Development programme; this feedback will be presented to the RSHE working group for consideration when reviewing and refining the provision.

In line with the revised statutory guidance on Relationships Education, Relationships and Sex Education (RSHE) and Health Education (to take effect from 1 September 2026), the school will ensure we proactively engage parents and carers, publish the RSHE policy and make all teaching materials available to them on request.

RSHE policy review

This policy will be reviewed annually, or sooner if required, to reflect any changes in statutory guidance or national legislation relating to Relationships, Sex and Health Education (RSHE). The review will be undertaken by the designated member of the Senior Leadership Team with responsibility for RSHE and PSHE, who will ensure that the policy remains compliant with current Department for Education (DfE) requirements.

Any updates will be presented to the Trust Board for consideration and formal approval prior to implementation. The school will also ensure that any amendments in response to updated DfE statutory guidance — including the revised RSHE guidance due to take effect from September 2026 — are incorporated in a timely and transparent manner.

The delivery of Relationships and Sex Education (RSHE) will be monitored by the AH for Personal Development through established quality assurance processes, including planning scrutiny, lesson observations, learning walks, and regular staff feedback.

Pupils' development in RSHE will be monitored by class teachers as part of the school's internal assessment and pastoral monitoring systems, ensuring that provision remains effective, inclusive, and responsive to pupil needs.

Any complaints about the relationships and sex education programme should be made in accordance with the school's usual complaints procedure.

Appendix 1

NS PSHE Curriculum 2025-26



PSHE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Equalities <ul style="list-style-type: none"> Transition Equalities Act Stereotypes Community Respect 	Personal Safety <ul style="list-style-type: none"> First Aid Fire Safety Everyday Life Personal Hygiene 	Wider world <ul style="list-style-type: none"> Ambitions Strengths Learning style 	Careers <ul style="list-style-type: none"> Unifrog Interests Transferable skills 	Health & Relationships <ul style="list-style-type: none"> Body image Puberty Periods Identity 	Wellbeing <ul style="list-style-type: none"> Online Bullying Media Influences Sleep choices
Year 8	Equalities <ul style="list-style-type: none"> Transition Equalities Act Stereotypes Community Respect Gender Ageism Homophobia 	Wellbeing <ul style="list-style-type: none"> Fake news Online Wellbeing Media Influences Body Image Physical & Mental Wellbeing 	Wider world <ul style="list-style-type: none"> Budgeting Keeping Money Safe The world of Work 	Relationships <ul style="list-style-type: none"> Introduction Family Healthy relationships Healthy Friendships Romantic Friendships 	Health & Relationships <ul style="list-style-type: none"> Physical Intimacy Unhealthy relationships Consent Contraception 	Health & Relationships <ul style="list-style-type: none"> Developing awareness Reproductive systems Privacy FGM Forced marriage
Year 9	Personal Safety <ul style="list-style-type: none"> Smoking Vaping Drugs & the Law Knife Crime Online Safety 	Equalities <ul style="list-style-type: none"> Discrimination Racism Anti Racism Sexual Violence Harassment 	Wider World <ul style="list-style-type: none"> Change in Life Study Skills Resilience Stress at work 	Careers <ul style="list-style-type: none"> Pathways to future High Expectations Goal Setting Financial decisions 	Wellbeing/Body <ul style="list-style-type: none"> Internet Influence Body Image Periods 	Relationships <ul style="list-style-type: none"> Developing Sexuality Contraception Consent Sexual Health STIs



Appendix 2

Relationships and Sex Education Whole School Map

*Indicates lessons in which parents have the opportunity to request their child be withdrawn

KS3	Year 7	Year 8	Year 9
Half Term 5		Relationships Family Relationships	Body Awareness Positive relationship with your body
		Relationships Healthy Relationships	Body Awareness Body Image Relationships and sexuality
		Relationships Healthy Friendships	Body Awareness Body Image Beauty standards
	Body Awareness Knowing your body*	Relationships Romantic Relationships	Body Awareness Puberty and Hormones
	Body Awareness Body Image	Relationships Intimate Relationships*	Body Awareness Periods Cycle and Period Poverty
	Body Awareness Puberty*	Relationships Consent - Sexting	
	Body Awareness Periods	Relationships Contraception*	
Half Term 6		Body Awareness Developing sexual awareness	Body Awareness Developing sexuality*
		Body Awareness Knowing your body Reproductive and Sex organs*	Body Awareness Contraception*
		Body Awareness Privacy and consent	Body Awareness Privacy and Consent
		Body Awareness FGM	Body Awareness Sexual Health*
		Body Awareness Forced Marriage	Body Awareness STIs*

Appendix 3

Letter for removal

Dear Parents and Carers,

At Northampton School, we are committed to supporting your child's personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. Our curriculum is structured around four core themes: Health & Wellbeing, Living in the Wider World, Safety, and Relationships. These themes reflect the values that lie at the heart of our school ethos—honesty, integrity, humility, perseverance, tolerance, kindness, and respect for all by all.

We recognise, in line with the Department for Education (DfE), that Parents and Carers are the primary educators for children in many of these areas. We therefore view the partnership between home and school as essential in complementing and reinforcing the guidance you provide.

PSHE is taught to all year groups and is regularly monitored and reviewed by staff and the governing body. All lessons take place in a safe, supportive learning environment and are delivered in a way that respects and includes students of all backgrounds and beliefs. We remain committed to promoting equality, diversity, and mutual respect throughout our curriculum.

Under current DfE regulations, all secondary schools must deliver compulsory Relationships and Sex Education (RSHE). Today's young people navigate an increasingly complex world, and RSHE helps equip them to stay safe, make informed decisions, and manage their academic, personal, and social lives positively. We follow the statutory DfE guidance for Relationships Education, RSHE, and Health Education. This content is taught within the Relationships unit for each year group from Years 7–11, with lessons scheduled at age-appropriate points during the school year.

In accordance with DfE guidelines, Parents and Carers have the right to request that their child be withdrawn from some or all aspects of Sex Education delivered as part of statutory RSHE. Students also have the right to opt into Sex Education themselves from three terms before their 16th birthday. Details of which lessons are classified as Sex Education are available on our school website.

If you are considering withdrawing your child from any part of Sex Education, please complete the attached form. Once we receive it, we will arrange a meeting with you to discuss your concerns. This form is also available to complete online via our website.

Full information about our PSHE and RSHE curriculum, along with our RSHE Policy, can be found on the school website.

If you have any questions, please do not hesitate to contact the school.

Yours sincerely,

Mrs Barnett-Vincent

Assistant Headteacher

Appendix 4

Student name	Student Form
Briefly outline reasons for concern	Topic(s) Titles
Please give Days/times you are available to meet	
Parent/Carer Name and contact details	Parent/Carer Name and contact details
Signature	Signature