

Relationship and Sex Education Policy

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| Author: | ABY |
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| V2 | September 2025 | Changes throughout document, changes highlighted in yellow. |
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Associated Policies

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Behaviour policy
- Child on Child Abuse Policy
- Learning for All-Equal Opportunities Policy
- Online safety and Acceptable use Policy

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| 1 | Policy Statement of Aims |
| 1.1 | It is the school's intention that relationships and sex education should be available and accessible for all students so that they will develop positive values and a moral framework that will guide their decisions, judgements and behaviour. |
| 1.2 | <p>The aims therefore of relationships and sex education (RSE) at Northampton School for Girls are to:</p> <ul style="list-style-type: none"> • Provide a framework in which sensitive discussions can take place • Prepare students for puberty and sexual development, and promote health and hygiene • Help students develop feelings of self-respect, confidence and empathy • Create a positive culture around sexuality and relationships, understanding legal frameworks • Teach correct vocabulary to describe themselves and their bodies |
| 2. | Statutory Responsibility |
| 2.1 | <p>Statutory Requirements and School Context</p> <p>As part of its statutory obligations, NSG is required to provide Relationships and Sex Education (RSE) to all students under Section 34 of the Children and Social Work Act 2017.</p> <p>In delivering RSE, we are also required, under the terms of our funding agreement, to have due regard to guidance issued by the Secretary of State, as outlined in Section 403 of the Education Act 1996.</p> <p>Our RSE provision also reflects our responsibilities under the following legislation and statutory guidance:</p> <ul style="list-style-type: none"> • Sections 406 and 407 of the Education Act 1996 (political impartiality and balanced presentation of views) • Part 6, Chapter 1 of the Equality Act 2010 (protection from discrimination) • The Public Sector Equality Duty as set out in Section 149 of the Equality Act 2010 • Keeping Children Safe in Education (KCSIE 2025), which outlines the role of RSE in safeguarding and promoting healthy relationships • Working Together to Safeguard Children (2023), which emphasises the importance of early help and multi-agency safeguarding <p>School Context</p> <p>As a girls' school with a co-educational Sixth Form, NSG is committed to delivering an RSE curriculum that is inclusive, relevant, and responsive to the needs of all our students. We recognise that students may face gender-specific safeguarding risks, relationship pressures, and social influences. Our curriculum reflects these realities while fostering respect, inclusion, and equality. We ensure that content is developmentally appropriate, reflects diverse identities and experiences, and supports all students, including girls, boys, and students of all gender identities, in forming healthy, respectful relationships both online and offline.</p> |
| 3. | Policy Development |
| 3.1 | <p>Policy Development</p> <p>This policy has been developed through meaningful consultation with staff, students, parents, and governors to ensure that it reflects both statutory requirements and the values of Northampton School for Girls:</p> <ul style="list-style-type: none"> • Review of Statutory Guidance: The policy was informed by relevant national and local safeguarding and curriculum guidance, including <i>Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance</i>, <i>Keeping Children Safe in Education (KCSIE 2025)</i>, and the school's duties under the <i>Equality Act 2010</i>. • Staff Consultation: All staff were invited to contribute to the development of this policy through staff briefings, departmental discussions, and safeguarding training sessions. |

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| | <ul style="list-style-type: none"> • Parent and Stakeholder Engagement: Parents and carers were consulted with follow-up communications, ensuring transparency and opportunities for feedback from a broad cross-section of the school community. • Student Voice: Input was gathered through structured student voice activities across year groups, reflecting a range of experiences and perspectives, including those in our co-educational Sixth Form. • Governing Board Ratification: The final version of the policy was formally reviewed and approved by the Governing Board, in line with their statutory responsibilities. |
| 4. | Definition |
| 4.1 | <p>Definition</p> <p>Relationships and Sex Education (RSE) at NSG encourages responsible decision-making, moral reflection, and respect for self and others. It is designed to equip young people with the knowledge, skills, and values needed to develop and maintain healthy, nurturing relationships of all kinds, both now and in adulthood.</p> <p>RSE promotes respect for family life in all its forms and supports students in understanding the emotional, social, and physical aspects of growing up. It empowers them to recognise healthy and unhealthy behaviours, set personal boundaries, and seek help when needed.</p> <p>NSG acknowledges that parents and carers are the primary educators in their child's emotional and physical development. Our RSE provision is intended to complement and support this role, offering a safe, inclusive, and age-appropriate space for young people to explore key issues with sensitivity, accuracy, and guidance from trusted adults.</p> |
| 5. | Curriculum |
| 5.1 | <p>Our RSE curriculum is outlined in Appendix 1 and is reviewed and adapted annually, or as necessary, to remain relevant and responsive. It has been carefully shaped through consultation with parents, students, and staff to reflect the specific needs, age, and maturity of our student body. As a girls' school with a co-educational Sixth Form, our curriculum is inclusive and sensitive to the lived experiences of all students, addressing gendered risks, promoting equality, and supporting respectful, healthy relationships for all.</p> |
| 6. | Delivery of RSE |
| 6.1 | <p>Delivery of RSE at NSG</p> <p>RSE at Northampton School for Girls is delivered through Science, Religious Education, and is a core element of the Personal, Social, Health and Economic (PSHE) curriculum. The programme is designed to be inclusive, age-appropriate, and responsive to the needs of all students, recognising the unique context of a girls' school with a co-educational Sixth Form.</p> <ul style="list-style-type: none"> • Students are encouraged to actively engage in discussions, group work, role play, and case study analysis. These approaches are intended to help students develop the confidence and language to talk openly and respectfully about relationships, consent, identity, and wellbeing. <p>Establishing a Safe Learning Environment</p> <p>Teachers establish clear ground rules with students at the start of each RSE topic, creating a respectful and safe learning environment. These ground rules help set clear expectations and ensure that discussions are conducted with sensitivity and mutual respect.</p> <p>Ground rules may include:</p> <ul style="list-style-type: none"> • No one, including the teacher, will be required to answer personal questions • Only language agreed by the group as appropriate will be used to describe body parts • The meanings of terms will be explained factually and in a sensible, respectful way |

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| | <ul style="list-style-type: none"> The attitudes, feelings, beliefs, and cultures of others will be respected, and no language will be used that is deliberately offensive or discriminatory <p>Safeguarding and Boundaries</p> <p>Teachers are trained to recognise when discussions may become too personal or when questions raise concerns. In such instances, staff will follow the school's Safeguarding and Child Protection Policy to ensure the safety and wellbeing of all students.</p> |
| 7. | Specialist Support |
| 7.1 | <p>Specialist Support and the Role of the School Nurse Team</p> <p>At NSG, we value the contribution of external professionals in enhancing the delivery of high-quality, age-appropriate RSE. We work closely with the school nurse team, who provide expert advice, current guidance, and direct input into specific areas of the curriculum.</p> <p>In particular, for lessons on contraception in Years 9 and 10, members of the school nurse team deliver specialist content, supported by a member of the teaching staff. This ensures that information is accurate, inclusive, and delivered sensitively within the safeguarding and pastoral context of the school.</p> <p>Any external agencies or resources used are carefully reviewed to ensure they are appropriate and meet statutory requirements, including the duty to maintain political impartiality. Materials are selected to reflect the age, maturity, and needs of our students.</p> <p>All RSE sessions delivered by external professionals are aligned with NSG's safeguarding procedures. Any concerns raised during sessions are referred immediately to the Designated Safeguarding Lead (DSL).</p> <p>In addition to their involvement in RSE, the school nurse also runs a confidential drop-in health clinic. Bound by their professional code of conduct, the nurse provides impartial support and advice on a range of health-related matters, including sexual health, emotional wellbeing, and general physical health. This service plays a vital role in helping students access reliable guidance in a safe and supportive environment.</p> |
| 8. | Roles and Responsibilities |
| 8.1 | <p>The Governing board</p> <p>The Governing Board at NSG is responsible for approving the RSE policy and holding the Headteacher to account for its effective implementation. Governors ensure that the policy complies with statutory requirements, reflects the school's inclusive values as a girls' school with a co-educational Sixth Form, and supports the delivery of a high-quality, age-appropriate RSE curriculum that meets the needs of all students.</p> |
| 8.2 | <p>The Headteacher</p> <p>The Headteacher at NSG is responsible for ensuring that RSE is taught consistently and in line with statutory guidance across the school. They oversee the delivery of a high-quality, inclusive curriculum that reflects the values of a girls' school with a co-educational Sixth Form.</p> <p>The Headteacher also manages any requests from parents/carers to withdraw their child from the non-statutory components of RSE, ensuring that such requests are handled sensitively and in accordance with legal requirements and school policy.</p> |
| 8.3 | <p>Staff</p> <p>All staff at NSG are expected to deliver RSE sensitively, professionally, and in accordance with the school's values and statutory duties. Staff are expected to model positive attitudes towards RSE and respond appropriately to the diverse needs, backgrounds, and maturity levels of individual students.</p> |

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| | <p>As part of their professional responsibilities, staff do not have the right to opt out of teaching RSE.</p> <p>Any concerns about delivering RSE should be discussed with the Headteacher to ensure that appropriate support and guidance can be provided.</p> |
| 8.4 | <p>Students</p> <p>Students at NSG are expected to engage respectfully with RSE lessons, contributing thoughtfully to discussions and showing consideration for the views, experiences, and identities of others.</p> <p>We encourage students to ask questions, reflect critically, and take responsibility for their learning in a safe and supportive environment.</p> |
| 9. | Parents' right to withdraw |
| 9.1 | <p>Parents' right to withdraw</p> <p>Parents/carers do not have the right to withdraw their child from any aspect of Relationships Education or Health Education, as these are statutory components of the curriculum. However, they may request that their child be withdrawn from some or all of the non-statutory elements of Sex Education delivered as part of RSE, up to three terms before the student turns 16. At that point, the student may choose to receive sex education themselves, in accordance with statutory guidance.</p> <p>At NSG, a letter is sent annually by the PSHE Lead to inform parents/carers when the RSE unit is scheduled for delivery. This communication also outlines the right to request withdrawal and provides access to the withdrawal request form.</p> <p>Any request for withdrawal will be considered through a formal process, which includes a meeting with a senior leader to discuss the nature and purpose of the RSE curriculum, clarify any concerns, and ensure that parents/carers are fully informed. Where a student is withdrawn, NSG will provide appropriate alternative education during RSE lessons.</p> <p>All withdrawal requests are recorded and reviewed annually by the senior leadership team to ensure consistency, transparency, and alignment with statutory guidance and the school's values. The number and nature of withdrawal requests may also be used to inform future curriculum planning and parental engagement.</p> <p>Please note: Sex education within the Science curriculum is statutory and cannot be withdrawn from.</p> <p>Procedures are in place for addressing any complaints regarding the curriculum or its delivery. The school's Complaints Policy, which outlines the process in full, is available on the school website.</p> |
| 10. | Inclusivity and SEND provision |
| 10.1 | <p>At NSG, RSE is inclusive, accessible, and aligned with our commitment to equality and respect for all students. RSE is planned and delivered to reflect the rich diversity of our school community, including representation of LGBTQ+ identities, a variety of family structures, cultural backgrounds, and lived experiences, in accordance with the Equality Act 2010.</p> <p>We ensure that RSE content is appropriately differentiated to meet the individual needs of students with special educational needs and/or disabilities (SEND). Teaching strategies are adapted to support different learning styles, communication preferences, and levels of cognitive development, enabling all students to access the curriculum and participate meaningfully.</p> <p>Our inclusive approach to RSE ensures that every student receives high-quality, relevant education that prepares them for healthy, respectful relationships and supports their personal development in a safe and supportive environment.</p> |
| 11 | Training |

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| 11.1 | <p>Training</p> <p>Staff at NSG receive training on RSE as part of their induction, with further development provided through ongoing continuing professional development (CPD). This ensures that staff are confident, well-informed, and equipped to deliver RSE in a way that is inclusive, age-appropriate, and responsive to the diverse needs of our students.</p> <p>To enhance the quality of provision, the Headteacher or other Senior Leaders, may invite external professionals, such as school nurses, healthcare practitioners or sexual health educators, to support both the delivery of RSE and the professional development of staff. All external contributors are carefully selected to ensure their input aligns with NSG's safeguarding policies, statutory guidance, and inclusive ethos.</p> |
| 12. | Monitoring arrangements |
| 12.1 | <p>Monitoring and Evaluation</p> <p>The delivery of RSE at NSG is monitored by the Deputy Headteacher and the PSHE Lead to ensure consistency, quality, and compliance with statutory requirements. This is achieved through a range of quality assurance methods, including learning walks, work scrutiny, and student voice activities that provide insight into students' engagement and experience.</p> <p>Evaluation of RSE also includes teacher assessments, analysis of student understanding, and regular feedback from parents and carers. This multi-faceted approach ensures that RSE remains relevant, inclusive, and responsive to the needs of all learners, while upholding the values of respect, safety and equality that underpin our school community.</p> |

Appendix 1: Relationship and sex education (PSHE) curriculum map

Relationships and Sex education forms an important part of the personal, health, economic (PSHE) education at NSG. This subject is taught in two 20-minute lessons per week by the Tutor at Key Stage 4 and supported by health professionals as appropriate. In Key Stage 3, students have one lesson per week. The Heads of Academic Standards and tutor teams are responsible for the high-quality delivery of the PSHE curriculum. Its development is led by our PSHE lead and is overseen by the Deputy Headteacher.

The scheme of work covers:

Year 7

- Personal hygiene – practical advice regarding hygiene and the importance of keeping bodies clean.
- Information about the monthly cycle
- Respect for self and respect for the body
- Puberty – emotional development, mood changes
- Sexual identity
- Appropriate and healthy relationships

Year 8

- Friendships and Relationships - Strategies for conflict resolution, what makes a good friend.
- A more detailed look at healthy living, diet, exercise and looking after the body.
- Puberty
- Sex and Relationships
- Keeping yourself safe online

Year 9

- Contraception - to begin to explore the role of contraception and family planning in the prevention of unwanted pregnancy as well as the importance of sexual health.
- Relationships - to develop an understanding of the complexity of relationships and the need for skills development in communication for successful, healthy relationships of all kinds.
- Media influence on behaviour
- Sex and the law – what is consent

Year 10

- Contraception – how to use it safely, how to access it.
- Relationships - looking at forming successful relationships.
- Online safety – CSE/grooming/pornography

Year 11

- Pregnancy - to increase understanding of the consequences both short and long-term of teenage pregnancy and the choices involved.
- Contraception - reviewed in terms of taking responsibility for sexual health and well-being.
- Women's Sexual health - looking at breast and cervical cancer awareness.

Appendix 2 - By the end of secondary school students should know:

| TOPIC | STUDENTS SHOULD KNOW |
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| Families | <ul style="list-style-type: none"> • That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up students. • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of students, including the characteristics of successful parenting. • How to: determine whether other students, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed . |
| Respectful relationships, including friendships | <ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise nonconsensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • What constitutes sexual harassment and sexual violence and why these are always unacceptable. • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal |
| TOPIC | STUDENTS SHOULD KNOW |
| Online and media | <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. |

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| | <ul style="list-style-type: none"> • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of students (including those created by students) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online. |
| Being safe | <ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage. • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment |