RELATIONSHIPS AND SEX EDUCATION POLICY

Date of Last Review – May 2026

Review Frequency – 1 Year

Review Date – May 2027

Person responsible for the Policy – Director or Character

Ratified by Governors – May 2026

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

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

At Northampton Academy our RSE Programme has its foundation on our core Character Values- Respect, Ambition, Determination, Tolerance and Integrity. That means, all RSE lessons will have as its fundamental underpinning, the values listed above. RSE forms part of the Character Development Programme and it is titled in the Programme as Values of Relationship

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Northampton Academy we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. The general framework of the programme is designed to help young people identify and build positive relationships. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within the Character Development Programme (CDP). CDP includes, distinct Character lessons, Careers, and personal, social, health and economic (PSHE) education curriculum- through which the RSE is delivered. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

All students (from years 7-10) are taught aspects of RSE that are age appropriate. In year 9 however students do a more detailed and deeper learning of Relationships. In year 10, students receive stand-alone sex education sessions mostly delivered by their form tutors and in some instances by trained health professionals.

RSE 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

For more information about our RSE curriculum, see Appendices 1 and 2.

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

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress

Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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

RSE is taught by form tutors during the designated time in the Character Development Programme and in some instances by trained professionals health care workers

7.4 Pupils

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

8. Parents' right to withdraw

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included as part of their continuing professional development.

The PSHE coordinator will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Director of Character through:

monitoring arrangements, such as planning scrutinies, learning walks, etc. Pupils' development in RSE is monitored by Form Tutors as part of our internal monitoring systems. This policy will be reviewed by [Director of Character and Vice Principal of Pastoral biannually. At every review, the policy will be approved by [the governing board, and the Vice Principal of Pastoral.

Complaints

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

Policy Review Date

This policy will be reviewed biannually by the Lead Teacher with the responsibility for PSHE . The next proposed date for review is 2023

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	NOTES
Year 7	**1**	**Character Values: Resilience Programme: Developing Determination**	
	2	**Personal Well- Being: understanding Yourself** • Friendship-maintain genuine relationship and avoiding toxic ones • Romance and Relationship- understanding different types of relationships including romance; Identifying what can be expected as someone becomes romantically involved (chemical structure- what happens in the brain) and the issues that can occur. • Bullying vs banter • Controlling and coercive relationships • Positive Relationship • Exploited- Knowing the signs of grooming and exploitation	
	3	**Character Focus- Understanding Character Values**	
	4 & 5	**You and Your Community** • Community Cohesion • Creating a Form Identity- Where are we from • Dealing with Racism in society- what role do we play	
	6	**You and your Health** • Mental Health Awareness • How to keep good mental health • Dealing with and overcoming labels • Our Actions have consequences	

YEAR GROUP	TERM	TOPIC/ THEME DETAILS	NOTES
Year 8	**1**	**<u>Character Focus: Being a Good Neighbour</u>**	
	2	**<u>Civic Values</u>** • British Values and the Rule of Law • Courts • Gang violence • Knife crime	
	3	**<u>Being Healthy and Keeping safe</u>** • E-Safety • E-Safety (2) • On- line-Grooming • Bret Last Game/Kaleigh's Love Story	
	4 +5	**<u>Crime and Violence</u>** • Knife Crime – revisited • Gangs knife, gun crime and the UK • Criminal Justice System	
		<u>Radicalisation</u> • Radical Groups • How they recruit/ How they radicalise • How to PREVENT	

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YEAR GROUP	TERM	TOPIC / THEME DETAILS	NOTES
Year 9	**1 & 2**	**Community Cohesion Project**- NA is working in partnership with a government department on a Project for 2 terms – "Schools Cohesion Project"- Growth Mindset, Friendship etc.	
	3	**Introduction to RSE focus on the Family** • Relationship- Families (different types of families) • Forming positive relationships • Dealing with break ups • Effects of Puberty • Male body Image (Boys) / Period (Girls) **ALTERNATIVE:** Alcohol, Drugs, Mental health, Money Management	
	4 & 5	**Rule of Law(British Values)** • Anti- Social Behaviour • Young Offenders • Criminal Justice System • Knife Crime	
	6	**Character Value: Tolerance and Integrity** • Stereotypes • Young people and Stereotypes • Religious prejudice	

YEAR GROUP	TERM	TOPIC / THEME DETAILS	NOTES
Year 10	**1**	**<u>Social Media and Society</u>** • Social Anxiety • Anti-Social Behaviour • Social Mediums • Fake news • Screen Time	
	2 & 3	**<u>R.S.E (Relationship and Sex Education)</u>** • Introduction- setting ground rules • Relationship- Positive vs Negative • Abuse and Relationship • Consent • Consent and Rape • Same Sex Relationship- why do some people have same sex relationship and challenges faced • STI • Sexting • Pornography • Contraception • Abstinence	
	4 + 5	**<u>Character- Ambition/ Social Values</u>** Maximising Your Potential Conflict Management Choosing Role Models	

	5 + 6	**Social Resilience** • **Suicide x 2** • **Grief- What it is and what it means** • **Dealing with Grief- Strategies** • **Social Norms and Expectations** • **Dealing with Disappointment** • **Tattoos and Piercings**	

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • 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 children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	• 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 non-consensual 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

Online and media	• 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 • 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 children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• 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	• 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

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationship's lessons and during the sex education lessons, he will be working independently on a subject to be agreed by the Learning Manager in the Library.