



# North Leamington School Relationships and Sex Education Policy

## March 2026

**Approval and Review**

This policy is reviewed in discussion with staff and governors.

**Effective from:** March 2026

**Approved by:** NLS Governing Board

**Review date:** March 2027

**Review Leader:** Deputy Head Teacher

## CORE Purpose

At NLS we aim to give students the broad and balanced information they need to help them develop healthy, nurturing relationships of all kinds. Our curriculum should enable students to understand what a healthy relationship looks like; what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. Our purpose is to support students' education on contraception, developing intimate relationships and not applying pressure to have sex. We aim to support students in exploring topics in a safe environment to teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing and will support them in managing situations as they grow up and in their future lives.

### 1. Aims

The aims of relationship and sex education (RSE) and Personal Social Health Economic (PSHE) Education at North Leamington School are to:

- Provide a framework in which sensitive discussions can take place
- Equip students with current, up-to-date information on issues that they may face in the wider world to enable them to make informed choices and opinions, from drugs to bullying and RSE (which focuses the effective delivery of relationships education, including sex education within secondary schools).
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

### 2. Statutory requirements

At North Leamington School we teach RSE as set out in this policy.

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](#).

This policy was developed in response to the following documents. This list is not exhaustive:

- Relationships and Sex Education (RSE) and Health Education (DfE, 2025)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges on safeguarding children
- Behaviour and discipline in schools: guidance for headteachers and staff
- Equality Act 2010: advice for schools
- Special Educational Needs and Disability code of Practice 0 to 25 years
- Promoting fundamental British values in schools through SMSC (Gov.uk)
- Sexual violence and sexual harassment between children in schools and colleges

### 3. Definition

- RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- PHSE and RSE are non-examined subjects which help to equip our students for life outside school and the role they take on after education. RSE is not about encouraging students to become sexually active, nor is it about promoting any particular lifestyle or relationship choice.

- RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. This is achieved through sharing information and exploring issues and values.
- The CORE values of North Leamington School embrace inclusivity. This inclusivity includes the protected characteristics of as age, disability, sex, gender, sexual orientation, race, religion or belief, gender reassignment and is the basis for which successful PSHE is taught.

#### **4. Curriculum**

We have developed the curriculum in consultation with parents, students and staff taking into account the needs and feelings of students. If students ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so students are fully informed.

For more information about our curriculum, see our curriculum map in Appendix 1.

#### **5. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

Students may also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, students will be supported with developing the following skills of:

- Communication, including how to manage changing relationships and emotions
- Understand they have the right to voice an opinion and be accepted when doing so
- Know and understand how to form and sustain healthy relationships
- Understand that they have the responsibility to treat everyone as equals
- Develop the skills to maintain a healthy lifestyle both physically and mentally
- Develop the attributes of confident, well informed and inclusive young adults
- Recognising and assessing potential risks
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle

In all year groups, students have distinct PSHE lessons, and tutor groups led by Form Tutors. All teachers of PSHE will have access to a range of resources and support to ensure teaching is accurate, supportive and appropriate for their learners' needs, and receive relevant support to do so.

#### **6.1 Teaching and Learning**

The programme of study has been created to meet the needs of our learners whilst at the same time covering legal requirements. We use a range of teaching and learning styles to teach PSHE and RSE. We emphasise active learning by including the students in discussions, investigations and problem-solving activities. We encourage the students to take part in a range of tasks that promote active citizenship, for example charity fundraising or the planning of special school events such as an assembly.

We organise classes in such a way that students are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We may offer students the opportunity to hear visiting

speakers, whom we invite into the school to talk about their role in creating a positive and supportive local community. Formative assessment and student feedback will be on going throughout the programme and should be the main driving force in meeting our students' needs. Students will have opportunities to review and reflect on their learning during lessons and student voice will be vital in adapting and amending planned learning activities.

Due to the nature of PSHE and RSE we will ensure that students are taught in a safe learning environment with clear ground rules and where possible distancing techniques will be used to keep our students safe and confident. All sensitive issues will be handled with care and any safeguarding issues will be dealt with in line with school policy.

## **6.2 PSHE and Curriculum Planning**

We teach PSHE and RSE in a variety of ways. In the main, PSHE is taught as a discreet subject. An outline of the PSHE curriculum can be found on our website. We may also introduce PSHE and RSE topics through teaching in other subjects. We also develop PSHE and RSE through various activities and whole-school events, for example the school council representatives from each class meet regularly to discuss school matters.

## **6.3 Teaching PSHE to children with Special Educational Needs and Disabilities (SEND)**

- We teach PSHE and RSE to all children (Sex Education at Secondary), regardless of their ability.
- Our teachers provide learning opportunities differentiated to the individual needs of children with SEND. Teachers will be mindful of students' needs when delivering PSHE and RSE.
- When teaching PSHE, reasonable adjustments will be applied in line with students' needs. All students will be provided with additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

## **7. Roles and responsibilities**

### **7.1 The governing Body**

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 students from non-statutory components of RSE

### **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 students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE
- Following our school policy and procedures on responding to safeguarding concerns

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.

#### **7.4 Students**

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

#### **7.5 Parental Engagement**

North Leamington School recognises the role which parents and carers have in the development of their children's understanding of healthy relationships. Parents will have access to the PSHE policy at all times via the school website and any changes will be notified. We are fully committed to working with parents and carers and will work closely with them so that they are fully aware of what is being taught. We welcome feedback regards any and all content. Any complaints about the RSE curriculum should be made using the school's complaints procedure, available on the school website.

#### **8. Parents' right to withdraw**

Parents have the right to withdraw their children from part or all of sex education. There is no right to withdraw from Relationships Education or Health Education.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the students' records. The Headteacher will discuss the request with parents and take appropriate action, in consultation with the Subject Leader for RE and PSHE. Such requests will only be granted in exceptional circumstances, up until three school terms before your child turns 16. At this age, your child can choose to receive Sex Education if they would like to, and the school will arrange for the child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

#### **9. Training**

Staff are trained on the delivery of RSE. As part of this, North Leamington School may 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 Senior Leadership Team and Subject Leader for RE and PSHE through the school's Quality Assurance arrangements, such as scrutiny of planning, and other monitoring activities.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Senior Leadership Team, Governors and Subject Leader for RE and PSHE parents annually. At every review, the policy will be approved by the Governing Body.

## Appendix 1: PSHE Curriculum Map

**Intent:** PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

We hope that through the study of PSHE students will have a greater awareness their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships.

Our PSHE curriculum enables students to develop a range of skills and aptitudes such as teamwork, communication, and resilience that are crucial to navigating the challenges and opportunities of the modern world and through the study of RSE topics we aim to empower young people to make safe choices in all aspects of their lives, navigate the online world with a critical eye and help them to understand where to go for support.

PSHE	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn 1	<b>Health and wellbeing:</b> Friendships, Change, Resilience, Basic first aid	<b>Health and wellbeing:</b> Smoking, Vaping, substance and solvent misuse	<b>Health and wellbeing:</b> Smoking, Vaping, substance and solvent misuse	<b>Health and wellbeing:</b> Mental health and the media Anxiety, Stress and depression	<b>Health and wellbeing:</b> Managing the challenges of Year 11 Impact of change on teens Signs of emotional/mental ill health	<b>Health and wellbeing:</b> Managing School/life balance and the potential challenges of Sixth form Managing mental/emotional health Suicide awareness	<b>Health and wellbeing:</b> Managing the challenges of Year 11 Impact of change on teens Signs of emotional/mental ill health Young adult illnesses
Autumn 2	<b>Living in the wider world:</b> What it means to be British British values	<b>Living in the wider world:</b> Employability skills Challenging workplace stereotypes Goal setting school and beyond	<b>Living in the wider world:</b> Transferable skills Career pathways Working towards aspirations	<b>Living in the wider world:</b> Preventing/managing debt Understanding credit ratings Consumer rights	<b>Relationships:</b> Young parenting Fertility, pregnancy and miscarriage	<b>Living in the wider world:</b> Rights and responsibilities in full/part-time employment Gaps years Harassment in the workplace	<b>Relationships:</b> Communication in romantic relationships Contraception in differing contexts STIs, symptoms and treatments
Spring 1	<b>Relationships:</b> Celebrating diversity Challenging stereotypes Dealing with different types of bullying	<b>Relationships:</b> Prejudice and discrimination Gender equality Challenging homophobia	<b>Relationships:</b> Different family/parenting types Managing relationship and family changes, including relationship breakdown, separation and divorce	<b>Relationships:</b> Sex, gender and relationships Forming online relationships Impact of media and pornography on attitudes towards sex and relationships	<b>Relationships:</b> Assertive communication in relationships Dealing with unwanted attention including, harassment and stalking	<b>Relationships:</b> Equality Act and challenging prejudices towards protected characteristics Roles, rights and responsibilities in a diverse society	<b>Relationships:</b> Unintended pregnancy and support
Spring 2	<b>Health and wellbeing:</b> Healthy lifestyle choices Diet Impact of smoking/vaping/alcohol Puberty and health	<b>Health and wellbeing:</b> Attitudes towards mental health and well-being Challenging misconceptions Bereavement	<b>Health and wellbeing:</b> Managing mental and physical health	<b>Health and wellbeing:</b> Gangs, substance misuse and reputation	<b>Health and wellbeing:</b> Personal safety and risk-First aid awareness and strategies Lifestyles and illness Influence and risk relating to body alterations	<b>Relationships:</b> Sexual health, risks and prevention Consent: Consequences of not understanding/disregarding the rights of others Misogyny/Toxic masculinity Identifying signs of abuse	<b>Relationships:</b> Abusive/coercive relationships Domestic abuse (Female & Male) Ending relationships safely and respectfully

Summer 1	<b>Relationships:</b> Self-worth Positive relationships Consent/boundaries in friendships and beyond	<b>Relationships:</b> Peer pressure Conflict/Home and beyond Coercive relationships	<b>Relationships:</b> Healthy relationships Consent Consequences of unprotected sex Misogyny/Toxic masculinity	<b>Relationships:</b> Impact of the media in shaping views and bias Recognising and responding to extremism and radicalisation	<b>Living in the wider world:</b> Credit, debit cards and loans Financial risk taking	<b>Health and wellbeing:</b> Personal safety: Travel/Driver safety	<b>Living in the wider world:</b> Politics
Summer 2	<b>Living in the wider world:</b> Financial awareness Money management Budgeting Transactions	<b>Living in the wider world:</b> Digital literacy Misinformation and disinformation Social media platforms Making responsible decisions Awareness of financial risks on line	<b>Living in the wider world:</b> Young people's employment rights The changing job market	<b>Relationships:</b> Healthy relationships Sexual health, contraception and STIs Consent and the law review FGM and the law		<b>Health and wellbeing:</b> Gangs and organised crime Impact on the community	

**British values:** Democracy, Rule of Law, Respect and Tolerance, Individual Liberty

**Protected characteristics:** The Equality Act protects from discrimination because of age, race, sex, sexual orientation, pregnancy and maternity, gender reassignment, religion or belief, marriage or civil partnership, or disability.

**Associated Policies:**

- Safeguarding and Child Protection Policy
- Behaviour and Engagement Policy
- SEND Policy, Information Report and Accessibility Plan
- Anti-Bullying Policy