



Northampton School *for* *Boys*

Relationships and Sex Education Policy

Approved by:

Date:

Governor Welfare Committee

December 2024

Director of PSHE:

Personal Development Lead:

Designated Senior Leader:

Helen Kennedy

Lindsay Greenaway

Matt Kneeshaw

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Aims, rational and Ethos

We believe Relationships and Sex education is important for our pupils and our school as we believe it is important to develop the whole person. Relationships and Sex Education helps promote key values that are integral to our ethos; honesty, integrity, humility, perseverance, tolerance, and kindness as well as respect for all by all. We view the partnership of home and school as vital in this.

The school's overarching aims for our pupils are to provide all pupils with the tools and knowledge they need to be responsible, safe and well-informed citizens who show respect to all, are self-aware and able to seek help for themselves and others when required.

More specifically we aim to:

- provide all pupils with accurate and unbiased knowledge
- provide opportunities for open and accepting discussion; to challenge views, attitudes, and beliefs in order for our pupils to form their own personal values grounded in respect.
- provide the knowledge and skills needed in order to make safe and informed decisions about their relationships, reproductive health and intimacy.

Policy Development

This policy covers our school's approach to Relationship, Health and Sex education as part of our wider PHSE provision. This policy has been developed in consultation with staff, pupils, and parents as well as expert bodies. 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 view the policy online as part of the consultation and contribute their thoughts.
4. Pupil consultation – we investigated what exactly pupils want from their RSE using pupil voice and working groups.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Legislation (statutory regulations and guidance)

As a secondary academy school, we 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.

Current regulations and guidance from the Department for Education state that all Secondary schools must deliver Relationships and Sex Education as today's young people are part of an increasingly complex world where they need to know how to be safe and healthy and how to manage their academic, personal, and social lives in a positive way. We therefore follow the statutory guidance from the **Department from Education on Relationships Education, Relationships and Sex Education (RSE) and Health Education** and this informs our curriculum and policy. 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.

The RSE policy supports/complements the following other school policies; NSB Ethos, Health & Safety, Curriculum and Welfare policies.

Documents that also inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2024)
- Children and Social Work Act (2017)

Definitions of RSE

For the purpose of this policy, and in teaching the curriculum, we define 'Sex education' as learning about the physical, social, and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections, and sexual health as well as the influence of various media and peer pressure on sexual behaviour.

Aspects of sex education, such as the science of conception are covered in the context of learning about lifecycles as part of the Science curriculum. When learning about infections and their prevention (in Health Education) there may also be reference to sexually transmitted infections. To safeguard pupils, factual information about the law relating to, for example, rights to access sexual health services, will be provided to pupils, however specific details regarding prevention and contraception will remain a focus of Sex Education.

Relationship education is defined as learning about the physical, social, legal, and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.

Curriculum Design and implementation

Our RSE programme is an integral part of our whole school PSHE education provision. Our RSE programme is inclusive of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experience. All lessons are taught with respect to the inclusive and diverse nature of our school and the school ethos in line with the schools overarching commitment to equality and diversity.

Our curriculum is set out as per **Appendix 1**, this will need to be adapted as and when necessary, according to Government recommendations/Statutory Guidance/Local and National priorities as well as School priorities.

We have developed the curriculum in consultation with parents, pupils, and staff, taking into account the age, needs and feelings of pupils to ensure an age appropriate and compassionate curriculum. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, with unbiased, factual information, so that they are fully informed and able to seek additional information from reliable and appropriate sources outside of the classroom should they wish. We also utilise outside speakers and the assembly framework to support this delivery.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Within the curriculum there are seven thematic areas of focus: Health and Wellbeing, Equalities, Financial Wellbeing, Environmental Education, Person Safety, Careers and Relationships. RSE is taught in the Relationships strand (See **Appendix 2** for the whole school curriculum map).

Each of these themes 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, LGBTQ 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).

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 RSE. 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 RSE are classed as Sex Education can be found in **Appendix 2 and 5** (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 5) 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 will approve the RSE policy and hold the headteacher to account for its implementation.

The Headteacher - The Headteacher is responsible for ensuring that RSE 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.

Director of PSHE – The Director of PSHE 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. They will, along with the relevant members of the Senior Leadership Team, reflect on provision using relevant feedback from across the school community and adapt accordingly. They will also facilitate training for all relevant staff. In addition, they will conduct Quality Assurance of the delivery of the curriculum, reflect on this with relevant members of the Senior Leadership Team and the PSHE department, and use this data to inform training and curriculum development.

Personal Development/PSHE Bursary Team – There are seven Bursary holders who, along with the Director of PSHE, Careers Leader and Assistant Head teacher in charge of Personal development make up the Personal Development/PSHE Team. Each Bursary Holder is responsible for a different strand of PSHE; Financial Wellbeing, Health & Wellbeing, Equalities, Gender Equality, Environmental Education, Careers Education and Personal Safety. They are responsible for planning and resourcing lessons for delivery in line with the PSHE curriculum and guidance from the Director of PSHE.

Pastoral Management Team – Year Team Leaders within the Pastoral Management Team, as well as Senior Staff all deliver PSHE to classes within their Year groups. And the wider team are kept up to date on the curriculum at regular meetings where school priorities can be identified.

Staff – Across Key Stages PSHE is delivered by a specialist team who receive a bespoke training programme from the Director of PSHE throughout each academic year as well as attending regularly team meetings. The entire team focusses on; delivering RSE in an informed and sensitive way, modelling positive attitudes to RSE, 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 also be well versed in the RSE Policy of the school. Staff who have concerns about teaching specific aspects of RSE are encouraged, in the first instance, to discuss this with the headteacher's designated Senior Leadership Team member responsible for Personal Development (which incorporates RSE) or the Director of PSHE.

Effective practice and training

In order to ensure the highest level of provision year on year, the Director of PSHE, Assistant Head teacher in charge of Personal Development and the Bursary holders will meet to continually reflect on practice, curriculum content and quality assurance.

Teaching staff will receive high quality training on the entire PSHE curriculum content and delivery, and more specific training on RSE during designated Staff Training days, and throughout the year in order to support both staff and pupils.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by providing high quality lessons that are accessible to all pupils by specially trained staff, with the offer of additional support materials and in person sessions focussed on RSE for parents of those student with particular needs, such as social and communication difficulties, for example, ASD, provided in consultation with our Additional Intervention Team.

Safeguarding

As a school we are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of child protection issues. Should any member of staff experience this or be unsure if they have had something disclosed to them, they should refer to Section 9 of the school's Child Protection Policy for guidance.

Engaging stakeholders

We aim to work closely with parents/carers to ensure that they are fully aware of what is being taught and provide additional resources and support through the Parents/Carers PSHE support section of our website. Our policies can also be accessed here.

As part of our whole school approach to RSE, Parent/Carer Information sessions and opportunities for parents/carers to view the materials and resources used will be available online via the school's website as well as upon request.

Pupils will have the opportunity to give feedback on RSE through student voice exercises as part of the school's House System and School Council. This feedback will be presented to the PSHE Team for consideration when reflecting upon the provision.

RSE policy review

This policy will be updated, as necessary, annually by the relevant person within the Senior Leadership Team who will ensure that it is reviewed by Governors. At every review, any changes to the policy will be approved before being acted upon.

Appendix 1

PSHE KS3 – 4 CURRICULUM OVERVIEW 2024 - 25										
TERM	STRAND AND FOCUS	YEAR 7	STRAND AND FOCUS	YEAR 8	STRAND AND FOCUS	YEAR 9	STRAND AND FOCUS	YEAR 10	STRAND AND FOCUS	YEAR 11
TERM 1	EQUALITIES	Equalities Act	EQUALITIES	What is intolerance/inclusion?	PERSONAL SAFETY	Introduction to addiction	EQUALITIES	Activism	CAREERS	Employability skills & accepting feedback
		Stereotypes and why they can be harmful		Gender Discrimination		Vaping		Allyship		Personal branding and CVs
		Community events		Ageism / Ableism		Drugs and the law		Anti-Racism		Busting BTCEs
		'Respect for all, by all'		Homophobia and Transphobia		Knife Crime		Youth Activism		A level choices
		Equality and the law		Racism and Religious intolerance		Online Safety		Climate protest/Assessment		Apprenticeships vs Higher Education
		Review of Equality		Mis and disinformation		PS Assessment		Work experience prep		Is AI a threat to our jobs?
TERM 2	PERSONAL SAFETY	PD WEEK	PERSONAL SAFETY	PD WEEK	EQUALITIES	PD WEEK	LIVING IN THE WIDER WORLD CAREERS	PD WEEK	FINANCIAL WELLBEING	PD WEEK
		Friendships		What is safety?		Everyday microaggressions		Work experience reflections		What are taxes?
		Bullying		What do to in an emergency - CPR		Discrimination in the media		Work experience reflections		How do I manage a monthly salary?
		Cyberbullying		Alcohol misuse		Discrimination in sport		Work experience reflections		Borrowing money – what is credit? what is debt?
		Prejudice		Illegal substances		Discrimination in music		Reflecting on my career journey		Borrowing money – what is credit? what is debt?
		Inclusion		Online Safety		Discrimination in careers		What type of career is best for me?		What is a pension and why do I need one?
TERM 3	RHE	Healthy Relationships – relationship behaviours	RHE	Healthy Relationships – dealing with conflict	RSHE	Healthy relationships – emotional abuse	FINANCIAL WELLBEING	Financial risks and harms: Identify theft and fraud	RSHE	TRIAL EXAMS
		Consent		Consent		Consent – freedom and capacity		Financial risks and harms: Online scams		Healthy Relationships
		Harassment		Harassment		Harassment		Financial risks and harms: Gambling		Harassment
		Puberty – changes to our bodies		Puberty – how hormones affect us		Sharing images		Financial risks and harms: Gambling		Consent – Image Sharing
		Puberty – changes to our bodies		Committed relationships		How does pornography influence relationships?		Financial risks and harms: Borrowing money		Contraception choices
		Consent – our bodies, our choice – assessment.		Online safety and relationships		Peer Pressure and intimacy		Financial risks and harms: Insurance		STI testing – managing your intimate health

TERM 4	CAREERS	Who am I?	CAREERS	What makes a good communicator? What is success?	FINANCIAL WELLBEING	Charity	HEALTH & WELLBEING	Managing your health – NHS services	EQUALITIES	Unplanned pregnancy
		What is a career? Career terminology		STEM careers		Fair trade – does it work?		Blood and Organ donation		Harms of inequality and impact of intolerance
		There is a career for everyone		The challenges and rewards of work		Employment rights and trade unions		Self-Screening – Testicular cancer		Extremism
		Unifrog lesson (treasure hunt)		Green careers and the climate		Public spending and its impact		Looking after your MH – Common conditions		Police Case Study
TERM 5	HEALTH & WELLBEING	Dream Jobs, Careers and the future	HEALTH AND WELLBEING	AI – is it a threat to careers?	CAREERS	Why do we have a minimum wage?	PERSONAL SAFETY ENVIRONMENTAL EDUCATION	How to access MH help	ENVIRONMENTAL EDUCATION	Equality in action – life after school
		Personal hygiene		Physical activity and your MH		Skills, strengths and interests		Vaping		Local Environment care
		Balanced Diet		Viruses		Decision making KS4 options		Substance use and managing risk		National Environment care
		The importance of physical activity		Injuries		Exploring employer profiles		Online reputation		International Environment care
TERM 6	FINANCIAL WELLBEING ENVIRONMENTAL EDUCATION	Sleep and wellbeing	FINANCIAL WELLBEING ENVIRONMENTAL EDUCATION	What makes a lifestyle healthy?	HEALTH & WELLBEING ENVIRONMENTAL EDUCATION	CVS and cover letters	RSE	Water responsibility	ENVIRONMENTAL EDUCATION	EXAM LEAVE
		Dental Health		How to process change and loss (taking care of your MH)		Contacting employers		Responsible tourism		EXAM LEAVE
		Resilience (and assessment).		Self-esteem and promoting wellbeing		How do adverts impact my spending?		Individual action		EXAM LEAVE
		How do you feel about money?		How do adverts impact my spending?		What are my rights as a consumer?		Healthy Relationships - boundaries		
TERM 6	FINANCIAL WELLBEING ENVIRONMENTAL EDUCATION	What should I do? Spend vs save	FINANCIAL WELLBEING ENVIRONMENTAL EDUCATION	Common scams – how to avoid	HEALTH & WELLBEING ENVIRONMENTAL EDUCATION	Health risks	RSE	How to talk about consent	ENVIRONMENTAL EDUCATION	
		What is a bank account and why do I need one?		Climate Change		Body image		Communication in intimate relationships		
		Our Planet		Vehicle Pollution		What is sustainability		How to talk about contraception		
		Our grasslands		Waste Food and recycling		Moving to sustainable resources		Pregnancy, miscarriage and menopause		
TERM 6	FINANCIAL WELLBEING ENVIRONMENTAL EDUCATION	Our Seas	FINANCIAL WELLBEING ENVIRONMENTAL EDUCATION	Nature trail and mindfulness	HEALTH & WELLBEING ENVIRONMENTAL EDUCATION	Role model cities and homes	RSE	Pregnancy, miscarriage and menopause	ENVIRONMENTAL EDUCATION	
		Our school environment						Harassment		



Appendix 2

PSHE CURRICULUM OVERVIEW 24 -25

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	KS5 YEAR 1	KS5 YEAR 2
<p>Healthy Relationships – relationship behaviours</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> . Traffic light different relationship behaviours <p>Pupils will know:</p> <ul style="list-style-type: none"> . What is a positive behaviour . What is a negative behaviour 	<p>Healthy Relationships – dealing with conflict</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> Different types of conflict What behaviours can escalate or de-escalate a conflict <p>Pupils will be able to:</p>	<p>Healthy Relationships – emotional abuse</p>	<p><i>Healthy Relationships - boundaries</i></p>	<p>Healthy Relationships</p>	<p>Healthy Relationships - expectations</p>	<p>Healthy Relationships – controlling behaviours</p>
<p>What is consent?</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> . the legal definition of consent . verbal and non-verbal ways of giving or withholding consent <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Explain what consent means . Explain why giving and seeking consent for physical contact is important 	<p>Consent</p>	<p>Consent – freedom and capacity</p>	<p><i>How to talk about consent</i></p>	<p>Harassment</p>	<p>Building intimacy in relationships</p>	<p><i>Communicating wants and needs</i></p>
<p>What is harassment?</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> . What is meant by harassment . Examples of harassment behaviour . What to do if they witness harassment. <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Identify harassment behaviours 	<p>Harassment</p>	<p><i>Harassment</i></p>	<p><i>Communication in intimate relationships</i></p>	<p>Consent – image sharing</p>	<p>Image sharing and its impact</p>	<p>Consent</p>

<p>. Explain why these behaviours are unacceptable</p>						
<p>Puberty - changes to our bodies</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> . Physical changes to all bodies that take place during 	<p>Puberty – how hormones affect us</p>	<p><i>Sharing images</i></p>	<p>How to talk about contraception</p>	<p>Contraception choices</p>	<p>Harassment – active bystanders</p>	<p>Contraception – how to choose what is best for you</p>
<p>Puberty – changes to our bodies</p>	<p>Committed Relationships</p>	<p><i>How does the media and pornography influence relationships and intimacy?</i></p>	<p>Pregnancy, Miscarriage and Menopause</p>	<p>STI testing – managing your intimate health</p>	<p>Vaginal and Vulval Health</p>	<p>How to manage your intimate health including fertility</p>
<p>Consent – our bodies, our choice. Assessment</p>	<p>Online safety and relationships</p>	<p><i>Peer Pressure and intimacy</i></p>	<p>Pregnancy, Miscarriage and Menopause</p>	<p>Unplanned Pregnancy</p>	<p><i>Penial and Testicular Health</i></p>	<p>Image sharing – a case study</p>
			<p>Harassment</p>		<p>Advocating for your intimate health</p>	<p><i>Image sharing – a case study</i></p>

Appendix 3

Integration of Statutory guidance from DfE on Relationships Education, Relationships and Sex Education (RSE) and Health Education into the NSB PSHE curriculum.

Content	Theme	Year group covered
How to talk about emotions accurately and sensitively, using appropriate vocab	MH & wellbeing	Year 7 - Resilience Strategies PD Week, Mental Health and wellbeing, Healthy relationships Year 8 – Puberty – our changing feelings, Healthy relationships Year 9 – Coping with stress – school/life balance, Healthy Relationships Year 10 – Managing stress – GCSE, Diet, Sleep, Exercise for wellbeing, Common MH conditions MH – how to access help, Healthy relationships. Year 11 – Mental Health – how to seek help PD Week, Healthy relationships
Happiness is linked to being connected to others	MH & Wellbeing	Year 7 – Family and Community, Healthy Relationships, British Values Day PD Week, Committed relationships – marriage and civil partnership Years 8 – Healthy Relationships, Diverse families and relationships, how to process change and loss Year 9 – Healthy relationships, PD Week Expressive Arts Project Year 10 – Healthy relationships, Blood and organ donation, Year 11 – Healthy relationships, Mental Health PD Week
How to recognise the early signs of mental wellbeing concerns.	MH & Wellbeing	Year 7 - Resilience strategies PD week, Sleep, and wellbeing, Wellbeing Helping others Year 8 - Physical activity and Mental Health Year 9 – Coping with Stress – school/life balance Year 10 - Managing stress – GCSE, Diet, Sleep, Exercise for wellbeing, Common MH conditions MH – how to access help Year 11 – Mental Health – how to seek help PD Week, Healthy relationships
Common types of mental ill health	MH & Wellbeing	Year 9 – Coping with stress – school/life balance Year 10 – Managing stress – GCSE, Diet, Sleep, Exercise for wellbeing, Common MH conditions MH – how to access help Year 11 – Mental Health PD Week
How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' MH	MH & Wellbeing	Year 7 – Healthy Relationships, Stereotypes and why they can be harmful, Friendships, Bullying Cyberbullying, Prejudice, Inclusion. Family and Community Year 8 – Online Safety, Influence of social media and how to stay safe, Puberty – our changing feelings, Healthy Relationships Year 9 – Healthy Relationships, Resilience, coping with stress – school/life balance, Gender expression and identity, Gender based discrimination – microaggressions and society, Disability Discrimination – How disability discrimination looks in the wider world, Age Discrimination – How does ageism look in the world, Year 10 – Managing stress – GCSE, Diet, Sleep, Exercise for wellbeing, Common MH conditions
The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service – based activities on MH & wellbeing	MH & Wellbeing	Year 7 – The importance of physical activity, Wellbeing – helping others, Family and Community, British Values Day PD Week Year 8 - Influences on lifestyle, Physical activity and Mental Health, Nature trail and mindfulness Year 9 – Fairtrade and ethical spending, Work Experience, Health risks and being responsible for your own health Year 10 – Responsible tourism, Conscientious customer, Work Experience, Allyship Year 11 – Masculinity, Allyship, Anti-Racism, Community Citizenship Forum PD Week
Similarities and differences between the online world and the physical world, including – the impact of unhealthy or obsessive comparison with others online (inc. body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including accumulation of debt, how advertising and information is targeted at them and hoe to be a discerning consumer of information online.	Internet safety and harms	Year 7 – Friendships, Bullying, Cyberbullying, Online/offline relationships, Body Image, and Identity Gender Equality Day Year 8 – Online Safety, Influence of social media and how to stay safe, Body Image and Identity Gender Equality Day Year 9 – Managing risk and gambling, Fake emails and phishing, Body image and its impact on relationships, Online Safety Year 10 – Body image Gender Equality Day, Race and Religion: Fake-news and radicalisation, Year 11 – Online safety, social media, and employment, Investments - Cryptocurrency and NFTs Financial safety - fraud and money mules, Borrowing money - manageable and unmanageable debt, Consent – image sharing
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.	Internet safety and harms	Year 7 – Cyberbullying, On/offline relationships, Harassment Year 8 – Online safety, Influence of social media on behaviour, On/offline relationships, Harassment Year 9 – Harassment, Online Safety, Sharing images, Influence of pornography on relationships Year 10 – social media and employability, Harassment, Online life balance, Year 11 – Harassment
The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	Physical health and fitness	Year 7 – Resilience Strategies PD Week, Mental Health and wellbeing, Healthy relationships, the importance of physical activity, Wellbeing – helping others, Year 8 – Influences on lifestyle, Physical activity, and Mental Health Year 9 – Resilience, Coping with stress – school/life balance Year 10 – Diet, Sleep, Exercise for wellbeing, MH – how to access help, Year 11 – Mental Health PD Week, Nutrition and Study PD Week

The characteristics and evidence of what constitutes a healthy lifestyle, maintain a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.	Physical health and fitness	Year 7 – Balanced diet, The importance of physical activity, Sleep and wellbeing, Dental Health Year 8 – Influences on lifestyle, Physical activity, and Mental Health Year 9 – Health risks and being responsible for your own health Year 10 – Risks of substances, Lifestyle choices, Using the NHS, Blood and organ donation Prevention of major health conditions inc. self-screening Year 11 – Oddballs self-screening PD Week
The science relating to blood, organ, and stem cell donation	Physical health and fitness	Year 10 – Risks of substances, Lifestyle choices, Using the NHS, Blood, and organ donation Prevention of major health conditions inc. self-screening Year 11 – Oddballs self-screening PD Week
How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	Healthy eating	Year 7 – Balanced diet, The importance of physical activity Year 8 - Influences on lifestyle, Physical activity, and Mental Health Year 9 - Health risks and being responsible for your own health Year 10 - Lifestyle choices Year 11 – Nutrition PD Week
The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.	Drugs, alcohol, and tobacco	Year 8 – Alcohol Misuse, Illegal substances Year 9 - Drugs and the Law Year 10 - Risks of substances, Lifestyle choices Year 11 – Hope UK programme PD Week
The law relating to the supply and possession of illegal substances.	Drugs, alcohol, and tobacco	As above
The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	Drugs, alcohol, and tobacco	As above
The physical and psychological consequences of addiction, including alcohol dependency.	Drugs, alcohol, and tobacco	As above
Awareness of the dangers of rugs which are prescribed but still present serious health risks.	Drugs, alcohol, and tobacco	As above
The facts about the harms from smoking tobacco (particularly to lung cancer), the benefits of quitting and how to access support to do so.	Drugs, alcohol, and tobacco	As above

Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection and about antibiotics.	Health and prevention	Year 7 – Personal Hygiene Year 8 – Viruses Year 9 - Health risks and being responsible for your own health Year 10 - Lifestyle choices, Using the NHS
Dental health and the benefits of good oral hygiene and dental flossing including healthy eating and regular check-ups at the dentist.	Health and prevention	Year 7 - Personal Hygiene, Dental Health Year 9 - Health risks and being responsible for your own health Year 10 - Lifestyle choices, Using the NHS
The benefits of regular self-examination and screening.	Health and prevention	Year 9 - Health risks and being responsible for your own health Year 10 - Lifestyle choices, Using the NHS, Blood and organ donation, Prevention of major health conditions inc. self-screening Year 11 – Oddballs Self Screening PD Week
The facts and science relating to immunisation and vaccination	Health and prevention	Year 9 - Health risks and being responsible for your own health Year 10 - Lifestyle choices, Using the NHS, Prevention of major health conditions inc. self-screening
The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood, and ability to learn.	Health and prevention	Year 7 – Sleep and wellbeing Year 9 - Coping with stress – school/life balance, Health risks and being responsible for your own health Year 10 - Lifestyle choices, Managing stress – GCSE, Diet, Sleep, Exercise for wellbeing
Basic treatment of common injuries	Basic First Aid	Year 8 - First Aid – CPR, Viruses, Injuries Year 10 - Emergency responses
Life-saving skills, including how to administer CPR	Basic First Aid	As above
The purpose of defibrillators and when one might be needed.	Basic First Aid	As above
Key facts about puberty, the changing adolescent body and menstrual wellbeing	Changing adolescent body	Year 7 – Puberty – changes to our bodies Year 8 - Puberty – our changing feelings Year 10 – Pregnancy, miscarriage, and periods
The main changes which take place in males and females and the implications for emotional and physical health.	Changing adolescent body	Year 7 – Puberty – changes to our bodies Year 8 – Puberty – our changing feelings Year 10 - Pregnancy and miscarriage, Lifestyle choices and reproductive health

Appendix 4

Integration of Statutory guidance from DfE on Relationships Education, Relationships and Sex Education (RSE) and Health Education into the NSB PSHE curriculum.

Content	Theme	Year group covered and lessons
That there are different types of committed, stable relationships	Families	Year 7 – Equalities Act, Stereotypes and why they can be harmful, Family and Community, Committed relationships – marriage and civil partnership Year 8 - Diverse families and relationships Year 9 – Healthy Relationships Year 10 – Healthy Relationships Year 11 – Healthy Relationships
How these relationships might contribute to human happiness and their importance in bringing up children.	Families	As above
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.	Families	As above
Why marriage is an important relationship choice for many couples and why it must be freely entered into.	Families	As above and in addition: Forced Marriage – Year 11
The characteristics and legal status of other types of long-term relationships	Families	As above excluding forced marriage.
The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	Families	As above and in addition: Domestic abuse, exploitation and how to seek help – Year 11
How to: determine whether other children, adults, or sources of information are trustworthy: judge when a family, friend, intimate relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	Families	Years 7 – 11: Healthy relationships

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.	Respectful relationships, including friendships	As above and in addition: Year 7 – Online/offline relationships, Committed relationships – marriage and civil partnership, Friendships, Bullying, Cyberbullying, Resilience PD week, Harassment, Consent Year 8 - How to process change and loss, Harassment, Consent, Online Safety, Influence of social media and how to stay safe Year 9 – Harassment, Consent, Online Safety Year 10 – Harassment, Consent, Sexting and Revenge porn Year 11 – Harassment, Consent – image sharing, Domestic abuse, exploitation and how to seek help
Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Respectful relationships, including friendships	As above
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).	Respectful relationships, including friendships	Year 7 – Equalities Act, Stereotypes and why they can be harmful, Inequality, Disability Discrimination – What is Disability? Age Discrimination – How is age treated differently? Year 8 - Expression of gender/autonomy, Domestic inequality – stereotypes, Sexuality based discrimination, Race, and religion – What is racism? Race and Religion – Mis/disinformation. Year 9 - History of Feminism, Gender expression and identity, Gender based discrimination – microaggressions and society, Disability Discrimination – How disability discrimination looks in the wider world, Age Discrimination – How does ageism look in the world. Year 10 - Case study – ABC – SE &SN, Gender identity, Allyship, Race and religion: Impact of Racism, Race and Religion: Fake-news and radicalisation Year 11 - Case study – equality in sport, Masculinity, Allyship, Anti-Racism, Harms of extremism.
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.	Respectful relationships, including friendships	As above
Different types of bullying (including cyber bullying), the impact of bullying,	Respectful relationships, including friendships	Year 7 – What is bullying, Cyber bullying, Harassment, Anti-bullying week Year 8 – Anti-bullying week, online safety Year 9 – Anti-Bullying week, On/offline world, online risks, Harassment

responsibilities of bystanders to report bullying and how and where to get help.		Year 10 – Anti-Bullying week, Harassment Year 11 – Anti – bullying week, Harassment
That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	Respectful relationships, including friendships	Year 7 – Healthy relationships, Consent, Harassment Year 8 – Healthy relationships, Consent, Harassment Year 9 – Healthy relationships, Consent, Harassment Year 10 – Healthy relationships vs Exploitative/Coercive, Relationship myths, Harassment Year 11 – Harassment, Healthy relationships, Consent
What constitutes sexual harassment and sexual violence and why these are always unacceptable.	Respectful relationships, including friendships	As above
The legal rights and responsibilities regarding equality (particularly with reference to protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	Respectful relationships, including friendships	Year 7 – Equalities Act, Stereotypes and why they can be harmful, Inequality, Disability Discrimination – What is Disability? Age Discrimination – How is age treated differently? Year 8 - Expression of gender/autonomy, Domestic inequality – stereotypes, Sexuality based discrimination, Race, and religion – What is racism? Race and Religion – Mis/disinformation. Year 9 - History of Feminism, Gender expression and identity, Gender based discrimination – microaggressions and society, Disability Discrimination – How disability discrimination looks in the wider world, Age Discrimination – How does ageism look in the world. Year 10 - Case study – ABC – SE &SN, Gender identity, Allyship, Race and religion: Impact of Racism, Race and Religion: Fake-news and radicalisation Year 11 - Case study – equality in sport, Masculinity, Allyship, Anti-Racism, Harms of extremism.
Their rights and responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Online and Media	Year 7 – Cyberbullying Year 8 – Online Safety, Influence of social media and how to stay safe Year 9 – Online Safety Year 10 - social media and Employability Year 11 – Image sharing Consent
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.	Online and Media	As above

Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	Online and Media	As above and in addition – Healthy relationships (all years)
What to do and where to get support to report material or manage issues online	Online and Media	As above
The impact of viewing harmful content	Online and Media	As above and in addition: Year 9 – How does the media and pornography influence relationships? Year 10 – Revenge porn
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.	Online and Media	As above
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	Online and Media	Year 7 – Consent, Staying safe online Year 8 – Consent, Online Safety, On/offline relationships Year 9 – Peer pressure and sexual activity, Online safety Year 10 – Healthy vs Exploitative/Coercive relationships, how to manage the end of relationships Year 11 – Consent and Image Sharing, Healthy relationships
How information and data is generated, collected, shared, and used online.	Online and Media	Year 7 – Staying safe online Year 8 – Online safety Year 9 – Online Safety Year 10 – social media and Employability Year 11 – Consent and image sharing
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.	Being Safe	Year 7 – Harassment, Consent, Healthy relationships Year 8 – Healthy relationships, Consent, Harassment Year 9 – Healthy relationships, Consent, Harassment, FGM and forced marriage Year 10 – Healthy Relationships, Consent, Harassment Year 11 – Healthy Relationships, Consent, Harassment
How people can actively communicate and recognise consent from others, including	Being Safe	As above and in addition: Year 7 – On/Offline relationships

sexual consent, and how and when consent can be withdrawn (in all contexts, including online).		Year 8 – Online safety Year 9 – Online Safety Year 10 – Contraception and consent Year 11 – Consent and Image Sharing
How to recognise the characteristics and positive aspect of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	Intimate and sexual relationships, including sexual healthy	Year 7 – 11: Healthy relationships
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.	Intimate and sexual relationships, including sexual healthy	Year 7 – Consent Year 8 – Consent Year 9 – Consent, Peer pressure and sexual activity Year 10 – Contraception choices, Consent, how to manage the end of relationships, Consent and contraception, Reproductive health Year 11 – Image sharing, Consent
The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	Intimate and sexual relationships, including sexual healthy	Year 7 – Puberty – changing bodies Year 8 – Puberty – changing feelings Year 10 – Pregnancy and miscarriage, Lifestyle choices and reproductive health
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressuring others.	Intimate and sexual relationships, including sexual healthy	Year 7 – Consent, Healthy relationships Year 8 – Consent, Healthy relationships Year 9 – Peer pressure and sexual activity, how does the media and pornography influence relationships? Healthy relationships Year 10 – Healthy relationships Year 11 – Consent, Healthy relationships
That they have a choice to delay sex or to enjoy intimacy without sex	Intimate and sexual relationships, including sexual healthy	As above
The facts about the full range of contraceptive choices, efficacy, and options available.	Intimate and sexual relationships, including sexual healthy	Year 9 – Contraception and STI risk Year 10 - Contraception and STI risk Year 11 - Pregnancy – what to do, Contraception and STIs – where to access help

The facts around pregnancy and miscarriage	Intimate and sexual relationships, including sexual healthy	Year 10 - Pregnancy miscarriage and pregnancy options including young parenthood Year 11 – Contraception, STIs, Pregnancy and choices around intimacy
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).	Intimate and sexual relationships, including sexual healthy	As above
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.	Intimate and sexual relationships, including sexual healthy	Year 9 - Understanding contraception, STI's and risk Year 10 – Contraception choices, STIs Year 11 – Contraception, STIs, Pregnancy and choices around intimacy
The prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment		As above
How the use of alcohol and drugs can lead to risky sexual behaviour	Intimate and sexual relationships, including sexual healthy	Year 10 - Risks of substances, Lifestyle choices Year 11 – Hope UK programme PD Week
How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	Intimate and sexual relationships, including sexual healthy	Year 9 – Peer pressure and choices about sexual activity, Contraception and STI risk Year 10 - Contraception and STI risk Year 11 - Pregnancy – what to do, Contraception and STIs – where to access help

Appendix 5

Dear Parents and Carers,

As part of your child's education at Northampton School *for Boys*, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. Our programme focuses on four key themes: Health & Wellbeing, Living in the Wider World, Safety and Relationships. We believe these promote key values that are integral to our ethos; honesty, integrity, humility, perseverance, tolerance, and kindness as well as respect for all by all. We agree with the Department for Education that Parents and Carers are the prime educators for children on many of these matters, we therefore see the partnership between home and school as vital in complimenting and reinforcing this role.

PSHE is taught to every year group and is monitored and reviewed regularly by the staff and governing body. All PSHE teaching takes place in a safe learning environment and is underpinned by our school ethos and values of respect by all for all. In this, we uphold our commitment to equality, diversity, and respect by ensuring the curriculum is delivered with sensitivity, inclusivity and respect to all backgrounds and beliefs.

Current regulations and guidance from the Department for Education state that all Secondary schools must deliver compulsory Relationships and Sex Education as today's young people are part of an increasingly complex world where they need to know how to be safe and healthy and how to manage their academic, personal, and social lives in a positive way. We therefore follow the statutory guidance from the Department from Education on Relationships Education, Relationships and Sex Education (RSE) and Health Education, this content is taught in the Relationships unit for each year group from Years 7 – 13. This unit is delivered at different points in the school year for each Year group, ensuring age-appropriate content.

According to DfE guidelines, Parents and Carers have the right to withdraw their children from some or all parts Sex Education delivered as part of statutory Relationships and Sex Education. In addition, three terms before they turn 16, students have the right to decide if they wish to receive Sex Education or withdraw. The details of which lessons within our curriculum are classed as Sex Education can be found on our website's "PSHE at Northampton School for Boys" section.

If you are considering withdrawal from part or all of Sex Education, we invite you to complete the attached form, following receipt of this form a meeting will be arranged where you can discuss your concerns with a representative from the school, this form can also be accessed and submitted online via our website.

Full information about our PSHE curriculum, including Relationships and Sex Education can be found on the school website, along with our RSE policy.

Should you have any queries, please do not hesitate to contact the school.

Yours sincerely

Withdrawal Consent Forms

Student name and form:

Briefly outline reasons for concern

Please give days/times you are available to meet

Parent/Carer names and contact details

Signature

Year 9 Withdrawal Form

Student name and Form:		
Lessons to be withdrawn from, please indicate:		
Peer pressure and sexual activity, choices around intimacy		
Influence of pornography on relationships		
Contraception and STI risk		
Reasons for withdrawal from these lessons, please be specific:		
Signed:	Date:	Print Name:

Year 10 Withdrawal Form

Student name and Form:		
Lessons to be withdrawn from, please indicate:		
<p>Contraception and STI risk</p> <p>Sexting and Revenge porn</p> <p>Pregnancy and miscarriage</p>		
Reasons for withdrawal from these lessons, please be specific:		
Signed:	Date:	Print Name: