



Things done well make the best memories
SIR NORTON KNATCHBULL – 1637

Relationships & Sex Education Policy

Policy Owner	Richard Hoyte, AHT
Reviewed by	Richard Hoyte, AHT
Delegated Authority	Education Committee
Consultation	Consulted with parents and staff Spring 2026
Approved by the Board of Governors	14 th July 2026
Equality Impact Assessment	March 2026
Review Date	September 2027
Publication	School website

1. Aims

Ethos and Intent - Our RSE provision reflects the school ethos of respect, tolerance, and wellbeing. It aims to equip pupils with knowledge, skills, and attitudes to form healthy relationships and make informed choices. RSE supports safeguarding and promotes equality.

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

- Provide a framework in which sensitive discussions can take place
- 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, those around them and their bodies.
- Develop students understanding of how to safeguard themselves and others, specifically regarding online safety, mental and physical health, exploitation, misogyny and harmful ideologies, positive relationships and substance abuse.

2. Statutory requirements

- As a secondary 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.
- This policy was reviewed in February 2026 to ensure it is in line with the DfE statutory guidance on RSE, set out in 2025 (due to become statutory in September 2026).
- Guidance from the PSHE Association has also been followed.
- Accessibility and Inclusion - RSE will be delivered in compliance with the Equality Act 2010 and Public Sector Equality Duty. Lessons will be adapted for SEND pupils and reflect cultural and religious diversity.
- At The Norton Knatchbull School we teach RSE as set out in this policy.

3. Policy development

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

1. Relevant national and local guidance was reviewed to develop this as outlined in Section 2 above.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations – (emailed to staff in March 2026)
3. Parent/stakeholder consultation – the policy was put on the school website (March 2026) and parents were invited to review it and share it with any local community groups that might be relevant. Comment was invited.
4. Student consultation – The policy was shared with all students and the Student Council were invited to review the policy and make recommendations (March 2026).
5. Ratification – once amendments were made, the policy was shared with governors and ratified on TBC
6. The policy will be reviewed annually by the Education Committee.
7. Where significant changes are made to the contents of the RSE curriculum, stakeholders will be consulted, and the policy approved by the Full Board of Governors.

4. 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. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity. As mentioned in section 1, a key aim of RSE is supporting students to safeguard themselves.

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, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so students can be fully informed and are not left alone in seeking answers online. This may involve directing students to reliable resources such as Stonewall, Mermaids or Metro Health.

6. Delivery of RSE

At The Norton Knatchbull School, RSE is taught within the Personal Development curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education and Computer Science.

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: children in care or young carers).

Safe and Effective Practice - Ground rules will be established in all lessons. Sensitive questions will be handled appropriately using distancing techniques and anonymous question opportunities.

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 managing requests to withdraw students from [non-statutory/non-science] 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 pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] 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.

At The Norton Knatchbull School RSE is taught in the Personal Development department by:
 Mr A. Chernyshov – Head of Personal Development
 Dr P. O'Connor – teacher of Personal Development

7.4 Students

Students 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 continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before the child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school will make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the student'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.

There is no right to withdraw from Relationships Education at primary or secondary level as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

9. Training

The staff teaching RSE will be given appropriate training as part of their continuing professional development.

Visitors from outside the school, such as school nurses or sexual health professionals, will be invited in to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Mr R. Hoyte (Assistant Headteacher) through line management meetings, learning walks, lesson observations and regular review of materials being used.

Student progress in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

The teaching of this curriculum is based around the PSHE Association Framework and covers the Statutory 2020 RSE Guidelines.

Year 7	• Risks of AI deepfakes and misinformation • Loneliness/social isolation and emotional vocabulary and regulation • Respect • Self-Identity • Relationships and experiences • Puberty, accurate anatomical terminology, menstrual health, and personal hygiene • Features of negative/positive relationships • Effects of language on others (sexist, phobic, disablist) • Peer pressure and unhealthy habits (smoking and alcohol) • Puberty and personal hygiene in relation to health • Diverse family models (same-sex, adoptive, foster) • Diversity and tolerance • Where and how to access help/support if required • Alcohol and nicotine awareness
Year 8	• Self-esteem • Body Image • Online grooming and toxic influencers • Sexting, digital footprint and privacy • Age of consent and the law • Social media and relationships • Personal safety, first aid and CPR basics • Peer pressure • Diversity • Positive masculinity and challenging gender stereotypes • Introduction to harmful online subcultures • Strengthening awareness of all types of relationships, including romantic • Where and how to access help/support if required • Homophobia and LGBTQ+

	• Importance of safe sex – introduction to contraception • Vaping and nicotine addiction
Year 9	• Peer pressure – how to say ‘no’ effectively • Child sexual exploitation, grooming and online safety • Child labour and modern slavery • Wellbeing/mental health: body image and eating disorders • Alcohol and drug awareness • Knife crime • Road, railway, and water safety • Gambling harms • Consumer rights and ethical spending • Strengthening awareness of features of romantic positive and negative relationships • Respect and empathy in relationships • Signs of domestic abuse inc. within teenage relationships • Self-awareness • Where and how to access help/support if required To support good sexual health, the school is also a ‘Get it’ school – ‘Get It’ is a free & confidential service, facilitated by METRO, for young people to access condoms and/or Chlamydia & Gonorrhoea testing kits. We will arrange visits from the local ‘Get It’ team across Years 9 to 13.
Year 10	• Respect, tolerance and diversity • Modern slavery and trafficking • Sextortion and image-based abuse • Drug education • County lines and gang-related risks • Antisocial behaviour, emergency response and legal implications • Media, pornography and self-esteem • Misogyny, sexism, and incel culture • Algorithmic bias and targeted advertising • Consent: verbal and non-verbal signs • Sexual harassment and stalking • Online safety and the law • Financial contracts and budgeting • Wellbeing/mental health

	• Grief, bereavement, and loss • Managing stress and conflict resolution • Moral dilemmas and relationships • Different types of relationships and LGBTQ+ • Where and how to access help/support if required To support good sexual health, the school is also a 'Get it' school – 'Get It' is a free & confidential service, facilitated by METRO, for young people to access condoms and/or Chlamydia & Gonorrhoea testing kits. We will arrange visits from the local 'Get It' team across Years 9 to 13
Year 11	• Online financial exploitation (scams, fraud, money mules) • Sexual health services • Drug classifications and legal • Addiction and recovery pathways • Wellbeing/mental health • Cancer awareness and screening • Cosmetic procedures and body image • Identification of red flags in unhealthy relationships • Strengthening knowledge and understanding of technology within relationships • Sexism case study • Pornography and sexual expectations • Strengthen knowledge and understanding on the importance of safe sex: contraception and STIs • Where and how to access help/support if required • Teen pregnancy, parenting roles and responsibilities • Young carers and kinship care To support good sexual health, the school is also a 'Get it' school – 'Get It' is a free & confidential service, facilitated by METRO, for young people to access condoms and/or Chlamydia & Gonorrhoea testing kits. We will arrange visits from the local 'Get It' team across Years 9 to 13
Sixth Form	Our RSE work in Key Stages 3 & 4 is further supported in the sixth form, where elements of the RSE curriculum are covered in the timetabled sixth form Personal Development Programme. ÷ Themes Covered: Year 12 1. Mental Health and Wellbeing 2. Consent and Relationships

3. Drug Education
4. UCAS and Study Skills
5. Navigating work, Study and Careers
6. Cultural Critique and Media Literacy

Year 13

Topics Covered:

- Deepfakes and misinformation in media
- Managing online reputation and professional presence
- Data protection and cyber security
- Managing stress and anxiety in transitional phases
- Accessing mental health services independently
- Self-examination and NHS screening
- Sexual health clinics and STI testing
- Travel safety (UK and abroad)
- Personal safety in unfamiliar environments
- Credit scores, pensions, and financial independence
- Debt management and financial risk
- Case studies on toxic masculinity and feminism
- Cultural critique and media literacy
- Relationship ethics and emotional intimacy
- Legal rights in relationships and family life
- Drug use
- Workplace safety
- Managing peer influence and risky situations

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The Sixth Form Pastoral Manager runs a female only Sexual Health society; answering questions, facilitating open discussion, discussing STI's/STD's and enabling access to contraception.

Testing procedures for good Sexual Health will be promoted to the sixth form. This involves promotion of an online app and self-testing kits.

Appendix 2: 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	

NKS Equality Impact Assessment

The purpose of an Equality Impact Assessment (EIA) is to ensure that policies, functions, plans or decisions do not create unnecessary barriers for people protected under the Equality Act 2010. Where negative impacts are identified these should be eliminated or minimised, and opportunities for positive impact should be maximised.

THIS POLICY WILL AFFECT

- Pupils
- Parents
- Staff
- Governors

EIA completed by: Mr R. Hoyte

Contributors to EIA: None

Date completed: March 2026

Impact analysis

Group	Positive	Neutral	Negative	Explanation
Sex	☒			The curriculum promotes respectful relationships and addresses issues such as consent, harassment, and gender equality. Content is inclusive and challenges harmful stereotypes.
Race	☒			Teaching reflects diversity and promotes tolerance and respect. Materials are selected to be culturally inclusive and avoid bias.
Religion or belief	☒			The curriculum is delivered sensitively, recognising that some content may conflict with individual beliefs. Parents retain the right to withdraw from sex education components, and staff are trained to manage differing views respectfully.
Sexual Orientation	☒		⚠	The curriculum includes LGBTQ+ relationships in line with statutory guidance, promoting inclusion and reducing discrimination. Some sensitivity may arise for individuals with differing beliefs; this is managed through respectful teaching approaches.
Gender reassignment	☒			The policy promotes respect and inclusion, ensuring that all pupils feel safe and represented.
Pregnancy or maternity		☒		Content includes factual information about pregnancy and parenting. No adverse impact identified.

Group	Positive	Neutral	Negative	Explanation
Age	☑			Content is age-appropriate and sequenced across key stages, supporting students' development.
Disability	☑		⚠	Lessons are adapted to meet SEND needs, including differentiated materials and additional support. There is a potential risk of reduced access without adaptation, which is mitigated through inclusive teaching strategies.
Marriage or civil partnership	☑			The curriculum includes teaching about different types of relationships, including marriage and long-term partnerships.
Other non-protected characteristics (EAL, looked-after children, families with separated parents)	☑		⚠	Additional support is provided where needed (e.g. vocabulary support for EAL pupils, pastoral support for vulnerable pupils). Care is taken to avoid stigmatisation of different family structures.

INTERSECTIONAL IMPACT

Potential intersectional impacts have been considered, particularly for:

- SEND pupils who also have EAL needs
- Pupils whose religious beliefs may influence engagement with aspects of the curriculum
- Vulnerable pupils (e.g. looked-after children) accessing sensitive content

These are mitigated through adaptive teaching, pastoral support, and staff training to ensure inclusive delivery.

Outcomes

The policy is expected to have a positive overall impact, promoting equality, inclusion, safeguarding, and respect across the school community.

Some potential sensitivities have been identified (particularly relating to religion, sexual orientation, and SEND access), but these are mitigated through:

- Parental right to withdraw from sex education
- Careful, respectful delivery by trained staff
- Differentiation and targeted support

No significant adverse impacts have been identified.

CONSULTATION AND STAKEHOLDER ENGAGEMENT

As outlined in Section 3, the development of this policy involved consultation with staff, students, and parents.

Feedback informed:

- The emphasis on safeguarding, online safety, and harmful behaviours
- The inclusion of diverse relationships and representation
- The need for clear communication with parents

FINAL DECISION ON POLICY

No significant adverse equality impacts have been identified. Appropriate mitigations are in place. The policy is suitable for implementation and will be monitored through curriculum review, stakeholder feedback, and safeguarding processes.

Monitoring arrangements

See Section 10.