



RELATIONSHIPS AND SEX EDUCATION POLICY

September 2026

This policy sets out the School's Relationships Education at the Junior School and Relationships and Sex Education (RSE) at the Senior School as required in the statutory guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education statutory guidance](#). This policy reflects the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education, including updates effective from September 2026.

This policy defines Relationships Education and Relationships and Sex Education, their subject content, how it is taught and who is responsible for teaching it. It also describes the subjects' monitoring and evaluation. It includes information clarifying why parents do not have a right to withdraw their child from the statutory elements to Relationships Education at the Junior School and their right to request that their child be excused from sex education within RSE at the Senior School.

At the Junior School, the statutory requirement is Relationships Education. Sex education is not taught beyond the requirements of the National Curriculum for Science. Relationships Education is defined as learning about the many strands of relationships and growing up, with reference to friendships, family relationships, and relationships with other children and with adults.

At the Senior School, RSE is defined as the emotional, social, moral and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, family, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values to prepare students for the opportunities, responsibilities, and experiences of adult life.

Purpose and principles

The School believes in providing each pupil with open, honest, accurate and age-appropriate lessons about all relationships. Through the School's ethos, values and character development programme, the School aims to develop our pupils' knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely, happily and confidently in the modern world.

As always, we value the partnership between school and home and promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our pupils.

Our Relationships Education curriculum is inclusive and seeks to meet the needs of all pupils, including those with special educational needs and/or disabilities.

We also aim to promote gender equality, avoid gender stereotyping, and represent the LGBT+ community through our Relationships curriculum.

Through our comprehensive Relationships Education provision, we aim to provide all pupils with:

- The knowledge and understanding of a variety of relationships and the value of them.
- The ability to identify any concerns they have about a relationship.
- Coping and reporting strategies and an awareness of how and where to seek support.
- An understanding of their rights and responsibilities within a range of relationships.
- An awareness of the process of growing up and the changes they and others will experience.
- An understanding of the characteristics of positive relationships, the values within them and how to build them.
- An awareness and understanding of communication skills and how to utilise these in a range of situations.
- A thorough understanding of self-respect and respect for others.
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and how to recognise unhealthy relationships. In the Junior School, teaching about consent is delivered in an age-appropriate way, focusing on personal boundaries, respecting others, and understanding privacy.
- An understanding of positive, ethical behaviour in sexual relationships beyond consent including kindness, care and power dynamics
- Healthy relationships and safety online that includes education around identifying and preventing harmful sexual and relationship behaviours, as well as the impact of pornography and harmful online subcultures. This also includes recognising manipulation, misinformation, and the influence of digital platforms.
- In the Senior School, factual knowledge around sex, sexual health (including HIV prevention) and sexuality
- A knowledge of the risks AI can pose for relationships including the dangers of AI chatbots, sextortion and AI generated images.

In teaching Relationships Education and RSE, we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. In doing so, we comply with the relevant provisions of the Equality Act (2010) under which sexual orientation and gender reassignment are amongst the protected characteristics. In accordance with updated guidance, we will teach biological sex and gender reassignment as legal facts. In our teaching of the subject, we always ensure that our teaching is sensitive and age-appropriate in approach and content and embedded throughout our teaching rather than taught as a standalone lesson.

Roles and responsibilities

The Relationships Education programme in our Junior School is led by James Clark, in his role as Assistant Head responsible for Character Development. and in our Senior School by Joshua Taylor.

All staff members involved in teaching and supporting the Relationships Education curriculum have been trained and continue to receive training and support in their understanding and development throughout the year.

Relationships Education curriculum

Our inclusive Relationships curriculum seeks to fulfil all statutory requirements and forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum. The curriculum is carefully sequenced to ensure that pupils build knowledge and skills progressively from Year 1 through to Year 13.

Relationships Education plays a key role in safeguarding by equipping pupils with the knowledge and skills to recognise unsafe situations, understand healthy relationships, and seek support.

Details of subjects' content can be viewed in the appendix to this policy.

Within these lessons, pupils are taught by teachers who have experience of teaching PSHE and who are responsible for specific year groups to ensure delivery is to a high standard. They are supported by the PSHE lead on both sites.

Lessons are differentiated where appropriate, ensuring all pupils can participate fully. Pupils are given the opportunity throughout the units of work to reflect on and evaluate their learning - assessment opportunities are built into every lesson. Our learning in Relationships Education lessons often links to other subjects in our curriculum, and we plan and deliver our lessons in a cross-curricular manner whenever possible.

Delivering the curriculum

RSE lessons are taught by staff who are trained in delivering the specific content of the lessons. In the Junior School, this includes all classroom-based teachers who are supported by our Support for Learning team. Whilst written work will often take place in these lessons, it will not always be the main aim, which will take a variety of forms from: class- and paired-discussions, role-play, visiting speakers, group work, debate and critical thinking skills activities.

Many of the subjects, topics and learning objectives are also covered by other subjects. The PSHE coordinator works closely with other subject coordinators to ensure that these subjects complement one another, rather than repeat content taught.

Ground rules are established in class and pupils are regularly reminded of these. Special consideration and regard are given to pupils' age, religious background, educational needs and potential vulnerabilities. When teaching particularly sensitive

content, staff are fully aware of the pupils in their class and how they might individually relate to the lesson content. All lessons are designed to be inclusive and consider the individual learning needs of our SEND pupils as set out in their individual plans and supported by the School's Support for Learning team. Furthermore, lessons are planned and delivered which accommodate individuals' emotional or mental health.

The School seeks to create and maintain a safe environment within which all pupils feel able to ask questions and discuss issues openly. For any pupil wishing to discuss something confidential relating to the lesson content, an opportunity is provided in accordance with the School's *Safeguarding and child protection policy*.

Distancing techniques can also be employed in our Relationships Education, as with other areas of the PSHE curriculum, meaning that pupils are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

Assessment, monitoring and reporting

Personal attributes, so central to PSHE education, are arguably the hardest aspects of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves should be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential so, ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment (supported by the PSHE coordinator) and pupil self- and peer assessment. Assessment focuses on pupils' understanding, ability to apply knowledge, and confidence in using key skills in real-life contexts. It would be inappropriate for assessment in PSHE education to be about grades, or about passing or failing.

As such, we see self-assessment is a vital part of learning in Relationships Education and PSHE. We encourage our pupils to reflect on their learning throughout the scheme of work and use class- and self-assessment tools to demonstrate learning and progress.

The School values highly pupil voice in its community and takes into account the opinions and comments of our pupils about what they would like to learn, and in which instances they would like to go into more depth. Pupils are invited to reflect upon their learning and encouraged to give honest feedback about the structure of the curriculum and their learning experiences. This feedback is used to inform future planning.

Staff delivering the Relationships Education curriculum reflect critically on their teaching and good practice is shared through lesson observations, monitoring of planning, pupil's work, display and training opportunities. Pupils' written work is reviewed to assess understanding and ideas however, due to its personal nature is not graded.

Safeguarding

Staff are aware that effective Relationship Education, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers consult with the Designated safeguarding lead (DSL) and, in their absence, one of the deputies.

Designated safeguarding lead (DSL): Tracey Innes

Deputy designated safeguarding leads (Junior School): Owen Spinks, James Clark

Deputy designated safeguarding lead (Senior School): Alex Newman, Cameron Harris, Rachel Black, Tom Millett, Anthony Jackson

Visitors and external agencies, which support the delivery of Relationships Education with the school environment, are required to adhere to the School's ***Safeguarding and child protection policy*** and policies relating to the subjects they are teaching or contributing towards. All external providers are subject to appropriate checks and their materials are reviewed to ensure alignment with statutory guidance and the school's values.

Wider engagement

The School is committed to working closely with parents, carers and guardians in all aspects of our curriculum, and in particular Relationships Education, and we do this by offering parental surveys, workshops, open communication ahead of Relationships Education lessons about the content of these sessions, opportunities for follow-up learning and discussion at home and links to websites that can support with this learning and discussions.

Pupils have been consulted on the structure and content of the School's PSHE curriculum at both Junior and Senior school levels, whilst Senior pupils have also been consulted on this policy and its content. Any feedback given by pupils has been considered and acted upon where it has been judged to be beneficial and appropriate.

Staff have been given access to both this policy and the contents of the PSHE curriculum and been encouraged to give feedback on both the structure and content. Feedback has been acted upon where appropriate and this policy has been approved by members of the School's Senior Leadership Team.

Right to be excused from sex education

Parents do not have the right to withdraw their child from Relationships Education in the Junior School, as this is statutory. Parents have the right to request that their child be withdrawn from some or all the sex education delivered as part of statutory RSE at the Senior School. The School will notify parents in advance of the teaching of sex education to allow them to make any such requests.

Reviewing the policy

This policy is reviewed periodically by the Heads of PHSE, working alongside the Co-Heads of the Junior School and Head of Senior School. Each review will be published and opened to parents for feedback.

This will ensure that information is accurate and up-to-date and that the views of all stakeholders are heard and considered regularly.

Appendix

NSB Junior PSHE SoW overview

Note: bold denotes opportunities to build in discussions about developing character through discussion.

<u>NSB Junior PSHE SoW overview</u>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	What is the same and different about us? Empathy	Who is special to us? Community	What helps us stay healthy?	What can we do with money? Resilience	Who helps to keep us safe? Community / Integrity	How can we look after each other and the world? Leadership
Y2	What makes a good friend? Empathy	What is bullying? * Leadership, Community, Integrity	What jobs do people do? Community	What helps us to stay safe? * Integrity	What helps us grow and stay healthy?	How do we recognise our feelings? Courage
Y3	How can we be a good friend? Community, Empathy	What keeps us safe? *	What are families like? Community, Empathy	What makes a community? Community	Why should we eat well and look after our teeth?	Why should we keep active and sleep well? *
Y4	What strengths, skills and interests do we have? Leadership, Resilience	How do we treat each other with respect? * Empathy, Community	How can we manage our feelings? Empathy	How will we grow and change?	How can our choices make a difference to others? Community	How can we manage risk in different places? * Resilience / Leadership
Y5	What makes up a person's identity? Empathy, Community	What decisions can people make with money? Resilience	How can we help in an accident or emergency? Leadership, Resilience	How can friends communicate safely? * Integrity	How can drugs common to everyday life affect health? empathy	What jobs would we like? Community
Y6	How can we keep healthy as we grow? *		How can the media influence people? * Integrity, Resilience, Empathy		What will change as we become more independent? How do friendships change as we grow? Resilience, Leadership, Community	

Colour guide (Topic themes): Blue: Relationships

Grey: Health and wellbeing

White: Living in the wider world *denotes work completed on online relationships and safety

Senior School PSHE Long term Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Transition and safety (H&W) Transition to secondary school and organisation skills Personal safety in and outside school, including first aid	Diversity (RSE) Diversity, prejudice, and bullying.	Digital literacy (LWW) Online safety, digital literacy, media reliability sexting, and gambling hooks	Digital literacy (LWW) Online safety, digital literacy, media reliability sexting, and gambling hooks	Healthy lifestyle (H&W) Diet, exercise, lifestyle balance and healthy choices and routines, influences on health, puberty and unwanted contact.	Healthy lifestyle (H&W) Diet, exercise, lifestyle balance and healthy choices and routines, influences on health, puberty and unwanted contact.
Year 8	Discrimination, Identity and relationships (RSE) Discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia Gender identity, sexual orientation, body image, consent, pornography, sexting.	Discrimination, Identity and relationships (RSE) Discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia Gender identity, sexual orientation, body image, consent, pornography, sexting.	Drugs and alcohol (H&W) Alcohol and drug misuse and pressures relating to drug use	Drugs and alcohol (H&W) Alcohol and drug misuse and pressures relating to drug use	Developing skills and aspirations (LWW) Teamwork and enterprise skills, and raising aspirations	
Year 9	Emotional wellbeing (H&W) Mental health and emotional wellbeing, including body image, triggers, and coping strategies	Financial decision making (LWW) Saving, borrowing, budgeting and making financial choices. Includes information re gambling and its associated risks.	Respectful relationships (RSE) Families and parenting, healthy relationships, conflict resolution, managing emotions and relationship changes. Values in relationships, types of relationships, assertive communication, ACE scenarios, Including sexual harassment, misogyny, Incels and misandry. Intimate relationships (RSE) Relationships and sex education including consent, sexual harassment, contraception, the risks of STIs. *		The future & developing Learning Skills (LWW) Learning strengths, personality traits career options and goal setting as part of the GCSE options process.	This is kept intentionally empty in order that there is the flexibility to spend longer on topics throughout the year where year groups need or where an additional topic would benefit

Senior School PSHE Long term Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						from being taught to that year
Year 10	The following three areas are taught by NSB as a carousel Political and Legal Systems (LWW) Including how laws are made, the difference between civil and criminal law. How politics functions, how individuals can inform it. Healthy relationships (RSE) The positives of relationships. Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media, FGM ‘sexting/sending nudes’ and pornography. Includes reference to link between community and happiness and support available for relationships* Drugs and Alcohol revision and gambling (H&W) Addiction, impact on self and others. Examining wider community. Ways to avoid and ways to moderate.					
	The following themes are addressed in bespoke sessions delivered by external agencies. Mental health (H&W) Mental health and ill health, Importance of community, stigma, safeguarding health, including during periods of transition or change managing stress. Exploring influence, substance use & gangs (H&W) Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation. Including health risks and self-monitoring The influence and impact of drugs, gangs, role models and the media. (r) Addressing extremism and radicalisation Communities, belonging, hate crimes and challenging extremism					
Year 11	Building for the future (H&W) Target setting, Self-efficacy, stress management, and future opportunities	Next steps (LWW) Employability and online presence Application processes, and skills for further education, employment and career progression, rights and responsibilities within employment	Next steps (LWW) Employability and online presence Application processes, and skills for further education, employment and career progression, rights and responsibilities within employment	Independence (H&W) Responsible health, financial, choices, and safety in independent contexts. First Aid	Independence (H&W) Responsible health, financial, choices, and safety in independent contexts. First Aid	
	The following areas are delivered by external agencies Communication in relationships (RSE) Personal values, assertive communication (including in relation to contraception, unwanted attention and sexual health), abuse, cat fishing and support Families (RSE) Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships					

Senior School PSHE Long term Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	Who to speak to, Opportunities.	Keeping yourself and other safe alcohol, digitally, drugs, sex	Keeping yourself and others safe alcohol, digitally, drugs, sex	Navigating change Mental health, compromise, communication.	Employment and Further studies	Life of work How to get the most out of work experience and

POLICY CONTROL -RELATIONSHIPS AND SEX EDUCATION POLICY

Status & Review

Statutory policy or document	Yes
Publish on school website	Yes
Review frequency	Annually
Approval date	September 2026
Review date	September 2027

Version Control

Author	Creation / Revision Date	Version	Status
PHSE leads: Junior School (JCI) and Senior School (HM)	May 2026	1.0	Full policy review and introduction of version control
Executive Assistant (TA)	June 2026	1.1	Remove Junior School Deputy DSL leaver; updated link to a related policy
Executive Assistant (TA)	September 2026	2.0	Updated school name. Responsibility for updating Senior School's Programme changed to Joshua Taylor. Responsibility for reviewing policy changed from names of individuals to job titles/ roles. Head of Junior School changed to a Co-Head of the Junior School.