



Our Vision
RESPONSIBILITY
RESPECT
RESILIENCE

A shining light in our community

You are the light of the world. A city on a hill cannot be hidden. - Matthew 5:14b

Relationship & Sex Education Policy

Approved by:	Board	Date: June 2026
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Related Documents:	PSHE Policy	
Guidance:	Document prepared in line with the guidance provided at: https://www.eqfl.org.uk/sites/default/files/School_effectiveness/Health-improvement/RSE%20policy%20guidance.pdf Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)	
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RELATIONSHIP and SEX EDUCATION POLICY

Ethos

The vision of Bradford Academy is echoed in this policy through our commitment to guiding learners to be the best they can be. To do this they need to receive relevant, effective, and responsible health, relationships and sex education as part of the School's PSHE curriculum. Bradford Academy wants to reassure parents and pupils that relationships and sex education will be delivered at a level that is both age and developmentally appropriate.

The Relationship and Sex Education policy at Bradford Academy reflects our vision and values. We provide a values rich environment rooted in a strong commitment to a Christian understanding of rights and values. All learners will have rights to access, choice and freedom from discrimination, in teaching, learning and formation. These rights are the Academy's values.

Definition of RSE

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, diversity, personal identity, sex, human sexuality and sexual health (Brook, PSHE association, Sex Education Forum).

Appropriate and responsible RSE involves a combination of sharing information and exploring issues and values. It is not about the promotion of sexual activity, it is about preparing our learners to be responsible citizens, make safe decisions and lead fulfilled lives.

In order to deliver high quality relationship and sex education, we need to be sensitive and pay due regard to the moral, legal, religious and cultural considerations which are involved.

Aims

The intended aims of our RSE programme will be as follows:

- Enable learners to learn about what makes healthy relationships, including with family, friends and on-line, how to recognise unhealthy behaviour in relationships and how to seek help if they feel unsafe.
- Create a positive culture around issues of sexuality and relationships
- Support learners to develop self-respect, confidence and empathy
- Provide a framework in which sensitive discussions can take place that involve exploring issues and values
- Prepare learners for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach learners the correct vocabulary to describe themselves and their bodies

Roles and Responsibilities

The governing board

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

Governor responsibility for RSE sits within the Primary and Secondary sub committees.

The Principals

The primary principal and secondary principal are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/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.

The RSE lessons will be led by the PSHE leads within Primary and Secondary. It will be taught by Class teachers within primary and by Form Tutors within secondary. It will be supported by SLT and Heads of Year within secondary. Teaching staff will receive RSE training regularly by trained professionals to ensure they have the relevant knowledge and skills and it is included in our continuing professional development calendar. We may also invite visitors from outside the school, such as school nurses or sexual health professionals, to deliver content to learners, provide support to teachers and training to staff delivering RSE.

Pupils

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

Legislation

The Department of Health set out its ambition for all children and young people to receive high quality relationships and sex education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper The Importance of Teaching (2010) highlighted that 'Children need high quality relationships and sex education so they can make wise and informed choices'. Revised Department of Education statutory guidance states that from September 2020, all schools must deliver relationships and health education (in primary) and relationship and sex education (in secondary)/ the parental right to withdraw learner's remains for aspects of sex education which are not part of the Science curriculum.

Furthermore, as a designated Church of England school we are also committed to ensuring all our learners are able to "Life in all its fullness". The PSHE curriculum will be planned based upon guidance within the Church of England's 'Valuing all God's Children' guidance, published 2019.

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

Both phases, when teaching RSE, 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

RSE PROVISION

Primary Curriculum

The RSE (Relationship and Sex Education) programme of study follows the Life Skills Curriculum. This has been developed with the aim to put children's wellbeing at the heart of school's priorities and initiatives. It integrates key guidance from RSE for the 21st Century (Brook et al 2014); The school report (Stonewall 2017); Keeping children safe in education (DfE 2020); Valuing all God's Children (Church of England 2019); (Promoting fundamental British values as part of SMSC in schools (DfE 2014); advice from the School Inspection Handbook (Ofsted 2019). It covers all statutory requirements outlined in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2020). The foundations of the curriculum content originate from the PSHE association programme of study (PSHE associations 2020) and areas of the statutory framework for the early years foundation stage (DfE 2017).

Delivery

RSE (Relationship and Sex Education) 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) and computing lessons.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Children will also be taught about changing adolescent bodies, which comes under the health aspect of PSHE.

Sex Education will be delivered to identified individuals that may require additional support and guidance due to personal circumstance. Before this happens, parents will be contacted so a discussion can take place about these sessions. Parents have the right to withdraw their child from these sessions.

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

We recognise and respect pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be

something they have yet considered or may be 'emerging') or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community. We ensure that all young people have equal access to our relationships and sex education programme. Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

RSE sessions will be delivered in discrete and direct lessons. While much of the relationships and sex education pupils receive will take place in PSHE lessons, it is important that this learning is linked to broader school policies and the curriculum in relevant subjects. A commitment to equality, for example, must run through the life of the school rather than there being the view that this is a 'topic' which can be covered in PSHE alone. In addition to the RSE covered in PSHE education, for example, there is also work in the science national curriculum that covers basic human biology and is still statutory in schools. PSHE education is where young people have the opportunity to consider what this knowledge and understanding means to them and to develop the skills and strategies they will need to apply this knowledge in their lives. It is also very important to make links with the Computing curriculum. As part of RSE it is important that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. It is important to explore the risks, the law as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking, online dating and sharing images.

Secondary Curriculum

PSHE is delivered as an explicit session within an extended Form time for years 7,8, 9,10, 11 and Post 16. The PSHE schemes have been developed by the Subject leader for PSHE in relation to guidance from sources such as PSHE Association and based upon perspectives of the learners. Each topic is planned to allow the opportunity for safe discussion and expression.

The RSE programme at Bradford Academy is based upon the UR Choice programme which was developed by health professionals across the district and in consultation with young local people. This has been adapted to ensure suitability for our learners and also compatibility with the new RSE framework. This is delivered by Form Tutors and a specialist team of academy staff who receive additional support and training from health workers from Step 2 (a local Charity focusing on RSE). The Lead for PSHE is responsible for the organisation and delivery of RSE and for ensuring that staff are trained as necessary.

We ensure that RSE is matched to the needs of our learners by linking to whole school priorities. We have also built-in capacity to be reactive and plan for issues that may be a concern in the local or wider community. This helps ensure PSHE including RSE is current and relevant to the lives of our learners. There is an embedded monitoring and evaluation cycle whereby staff are observed each term which ensures the quality of teaching is good or better.

An overview of the curriculum can be found on the Bradford Academy website. Within school, this is also accessible via the PSHE OneDrive site.

Form

The form programme is delivered to form classes organised by year group, which allows for a specific, age-appropriate discussion of topics, including those with a PSHE/RSE focus. This session is delivered by a form tutor who is the primary point of contact for learners in their group. The programme is developed by the Heads of Year in consultation with the Subject Lead for PSHE. One session per week has a specific focus on PSHE and will include RSE topics such as Relationships, Rights Responsibilities & Consent, Identity, Risk & Safety, and Power.

External agencies

Where possible we will work with external agencies to receive relevant training for staff, but also to deliver workshops for our learners. Currently we work with external providers such as 'Step 2' to assist in the training of our

specialist RSE team who deliver the content to our learners. Step 2 work with us to train staff in school and support learners identified as having a specific need. They offer information on teenage health, self-esteem, teenage pregnancy, contraception, STI's and drug misuse, as appropriate.

Other Areas of the Curriculum

The RE curriculum covers topics such as sexual relationships outside of marriage, Heterosexual and Homosexual relationships, Contraception and Abortion in the 'Marriage and the Family' and 'Matters of Life and Death' units. The Science curriculum covers the biological facts in relation to sex including reproduction, menstruation, and conception. This is a compulsory feature of the national curriculum. In addition to this, Level 2 Health & social Care option requires learners to learn about the main changes which take place in adolescence, and implications for emotional and physical health. Also, the curriculum for computing covers e-safety. This includes how to use technology responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

Monitoring and Evaluation

Across all phases the PSHE subject leader, with the assistance of the Q of E team, will monitor delivery of RSE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share ideas
- Pupil voice
- Planning scrutiny
- Book scrutiny

RIGHT TO WITHDRAW

Revised Department of Education statutory guidance states that from September 2020, all schools must deliver relationships and health education (in primary) and relationship and sex education (in secondary).

Primary Phase

Parents do not have the right to withdraw their children from relationships education.

Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Secondary Phase

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

In both phases requests for withdrawal should be put in writing and addressed to the headteacher. The headteacher (or nominated Senior Leader) will discuss each request on an individual basis with parents and take appropriate action. In secondary phase a copy of withdrawal requests and the actions taken by the headteacher (or nominated Senior Leader) will be placed in the pupil's educational record for future reference.

CONSULTATION

We will work collaboratively with representatives from learners, staff, parents and governing body to ensure that there is ownership of our policy.

- Review – a member of staff with responsibility for PSHE / RSE will gather together all relevant information including relevant national and local guidance and amend the policy as necessary.

- Senior Leader consultation – all senior leaders were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents are provided with a survey as part of our parent consultation process. Teachers in charge of PSHE and RSE will attend the parent group meeting to discuss the proposed policy/curriculum. Representatives from the external providers we use for RSE will also be invited to that meeting so the representatives from the parent group can meet some of the facilitators
- Pupil consultation – we will consult with the pupil leaders about what they feel they would want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

The policy and curriculum summary will be available online for parents to access if they wish. More detailed plans can be viewed by parents if they request a meeting with the HoY. These documents are constantly subject to review and are therefore not published online.

SAFEGUARDING

At Bradford Academy we take our responsibility for our learners very seriously. RSE plays a significant role in meeting our safeguarding obligations. In line with the school safeguarding policy, staff cannot offer or guarantee pupils unconditional confidentiality. Any disclosures must be referred immediately to the named persons (DSL's). Teachers should follow the set procedure if a learner under the age of 16 is having, or contemplating having sex. Health professionals are bound by their professional codes of conduct in a one to one situation with individual learners, but in a classroom situation they should follow the Academy's guidelines around safeguarding.

MONITORING ARRANGEMENTS

The governing body monitors our sex education policy on a regular basis. This committee reports its findings and recommendations to the full Governing Board, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the Head teacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school.

Links with other policies

This policy links to the following policies and procedures:

PSHE Policy

Child Protection and Safeguarding Policy

Online Safety Policy

Positive Behaviour Policy

Anti-Bullying Policy

Inclusion policy

Document prepared in line with the guidance provided at:

- https://www.eqfl.org.uk/sites/default/files/School_effectiveness/Health-improvement/RSE%20policy%20guidance.pdf
- https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf
- The Key – Policy advice