

# Relationships and Sex Education Policy



**BEDFORD**  
FREE SCHOOL

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## 1. Purpose

- 1.1. The purpose of this policy is to ensure that Bedford Free School delivers Relationships and Sex Education (RSE) in a manner that fulfils the statutory requirements under the DFE guidance, and to do so in a manner aligned with our values.
- 1.2. The relationships and sex education will be delivered according to Bedford Free School's overall vision of a high-quality academic education as the entitlement to all pupils, as well as ensuring pupils' personal and social development is taken into account.
- 1.3. To ensure that RSE will be embedded throughout the curriculum and school life.
- 1.4. To ensure that pupils are able to make mature, responsible and informed decisions about their current and future relationships.

## 2. Policy

- 2.1. Effective relationships and sex education is essential if young people are to make responsible and well informed decisions about their lives. At BFS RSE is delivered: mostly within mapped out curriculum time by the class teachers who would be teaching their lesson at that time; partly through the pastoral programme of whole-year group assemblies and single-sex groups; partly through morning meetings; and partly within science lessons. Occasionally it is delivered through additional internal and external intervention programmes. This is not exclusive and other areas of the subject curriculum are also used (Science lessons for example).
- 2.2. All facts and lessons are centrally resourced, and staff are able to ask for support with content or delivery if required.
- 2.3. All content will be produced utilising quality first teaching so it is accessible to all learners, including those with SEND.
- 2.4. At BFS healthy relationships are promoted to help and support young people through their physical, social, emotional and moral development, and help them to learn to respect themselves and others to make the transition from adolescence into adulthood with confidence.
- 2.5. At BFS personal responsibility is encouraged through all forms of behaviour. Pupils are assisted to develop the skills and the understanding that they need to lead settled, healthy and independent lives.
- 2.6. Relationships and sex education is situated within a broader base of relationships, self-esteem, risk management and responsibility for the consequences of one's actions. This makes up both the pastoral programme and a part of the ethos of BFS.
- 2.7. Pupils are taught about the nature, importance and variety of relationships that make up family life and as a stable basis for bringing up children. In line with the Government recommendation taken from the Home Office, Ministerial Group on the Family consultation document "**Supporting Families**"- we will recognise that there are strong and mutually supportive relationships inside and outside of marriage. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances.
- 2.8. Accurate information is given and pupils will be helped to develop the knowledge and skills to enable them to understand difference, to respect themselves and others and for the purpose of preventing and removing prejudice. Our curriculum will deliver opportunity to understand human sexuality, learn the reasons for delaying sexual activity and the benefits to be gained from such delay, and learn about obtaining appropriate advice on sexual health.

- 2.9. RSE contributes to promoting the spiritual, moral, cultural, mental, social and physical development of pupils at school and of society and preparing them for the opportunities, responsibilities and experiences of adult life.
- 2.10. At BFS young people are taught to understand sexual feelings and to respect themselves and others. At BFS, young people are enabled to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. Pupils develop the knowledge and skills that are particularly important because of the many different and conflicting pressures on young people.
- 2.11. RSE will be reviewed regularly. All feedback will be logged and used to review content or delivery if appropriate.

### **3. Responsibilities**

- 3.1. It is the responsibility of all staff including governors, the principal, senior leaders, teaching and support staff to be aware of this policy and implement it accordingly.
- 3.2. It is the responsibility of the senior member of school staff, identified to lead on the implementation of this policy, to ensure it is communicated to the school community.
- 3.3. It is the responsibility of pupils to engage maturely and sensibly in the delivery of the RSE.
- 3.4. There is no automatic right of parents to withdraw their child from compulsory elements of RSE or any aspect of RSE. For any non-statutory content (the additional RSE assemblies), the Principal will consider any requests if they are formally received in writing, but withdrawal will be exceptional.

### **4. Related Documents**

- 4.1. Science schemes of work
- 4.2. PSHE programme at BFS (available on the school website)
- 4.3. PSHE outline of delivery (available on the school website)
- 4.4. Assembly schedule
- 4.5. DfE statutory guidance Relationships and Sex Education (RSE) (Secondary)
- 4.6. DfE statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- 4.7. DfE statutory guidance Physical health and mental wellbeing (Primary and secondary)

### **5. Monitoring, Evaluation and Review**

- 5.1. The school Governors are responsible for ensuring the school adheres to this policy and that this policy is periodically monitored and reviewed.
- 5.2. An annual report will be made to the governing body, including statistics regarding:
  - The number of reported concerns.
  - Actions taken and outcomes.
- 5.3. This policy will be reviewed at least every two years.