





Relationship & Sex Education Policy

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Allocated Group / Person to Review:	LAB can delegate to committee or individual member or HT
Signed by Chair:	
Signed by Headteacher:	



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Relationships and Sex Education Policy

1.0 Introduction

- 1.1 Bradford AP Academy (BAPA) recognises the importance that Relationships and Sex Education (RSE) can play in contributing to the development of healthy young people and this policy is designed to ensure that our students have access to all the teaching and resources that are required to enable them to make prudent judgements about sex and relationships.

2.0 Aims

- 2.1 The aims RSE at our BAPA 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 and their bodies
- 2.2 The objective of RSE is to help and support young people through their physical, emotional, and moral development. A successful programme, firmly embedded in the Non-core curriculum, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- 2.3 BAPA will aim to:
- Foster self-esteem, self-awareness, and a sense of personal moral responsibility
 - Encourage self-respect and consideration for others
 - Help develop skills in communication, decision-making and assertiveness
 - Prepare students to avoid unnecessary risks and dangers

3.0 Statutory requirements

- 3.1 As a secondary AP academy, we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).
- 3.2 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](#).

At BAPA we teach RSE as set out in this policy.

4.0 Objectives & Curriculum

- 4.1 Our curriculum is set out to deliver the aims of the RSE policy, although we may need to adapt it as and when necessary to meet need. We have developed the curriculum in consultation with parents, pupils, and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

4.2 BAPA will endeavour to deliver relationship and sex education within a moral and values framework. This will be done through:

- Promotion of abstinence before the age of consent
- Promotion of committed relationships and the value of family life
- Teaching self-respect, dignity, self-restraint and respect for others
- Promotion of tolerance of all types of relationships, religions, and personal views
- Encourage students to reflect on their own relationships to develop an understanding of themselves, their sexuality and that of others so that their attitudes in relation to sexual activity are caring and responsible.
- Ensure that students appreciate the benefits of stable married life and the responsibilities of parenthood.
- Help students recognise the physical, emotional, and moral risks of casual and promiscuous sexual behaviour
- Present biological facts in an objective and balanced manner and to use appropriate terminology to enable students to discuss issues without embarrassment or fear of ridicule.
- Develop an awareness of an individual's legal responsibilities in relation to sexual behaviour.
- Ensure other models of family and relationships are recognised and understood.
- Using up to date information and resources
- Ensuring staff are confident in delivering sex education and using specialists to deliver areas of the curriculum where appropriate
- Regular reviewing of the RSE programme to ensure it meets the needs of students
- Reviewing the transient nature of AI, deepfake technology and exploitation methods to ensure students understand the reliability of what they view online.

5.0 Definition of Relationship and Sex Education

5.1 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.

5.2 RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

5.3 RSE is "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love, and care. It is about the teaching of sex, sexuality, and sexual health. It is also about the development of the student's knowledge and understanding of himself/herself as a sexual being, about what it means to be fully human, called to live in a right relationship with oneself, others and being enabled to make moral decisions according to an informed conscience.

6.0 Roles and Responsibilities

6.1 **Headteacher:** is responsible for ensuring that RSE is taught consistently across BAPA, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 4).

6.2 **Staff:**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE

- Monitoring progress
- Reporting any child protection issues to the Designated Safeguarding Lead (DSL)
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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.

6.3 **Students:** all students should be willing to listen and ask questions whilst being aware that a variety of other views exist regarding moral issues related to RSE. They will be expected to have a concern for, and accept responsibility for, his/her knowledge and understanding of his/her sexual development.

The Wider Community: the school will make appropriate use of external agencies and their personnel. All outside speakers and visiting agencies will meet with The Head of Centre to discuss content and delivery of sex education related to topics. They will be made aware of School's Relationship and Sex Education policy and be expected to work within it.

6.4 **Parents:** recognising that parents are the primary educators of their children; the school will seek to support them in this task. We will ensure that parents are kept informed of RSE within the school, and of our expectations of their children.

6.5 **Governors:** governors are consulted on the development of the policy and kept informed of RSE within the school.

Named Governor for BAPA is Dean Woodward, Chairman

7.0 Delivery

7.1 RSE will be taught as part of the Non-core curriculum. It will also be enhanced through the use of visiting speakers.

7.2 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

7.3 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).

8.0 Parents' right to withdraw

8.1 Parents have the right to withdraw their children from the non-statutory 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, BAPA will arrange this.

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

8.3 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.

8.4 Alternative work will be given to pupils who are withdrawn from sex education.

9.0 Training

- 9.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.
- 9.2 The Head of Centre will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10.0 Complaints Procedure

- 10.1 Any complaints or issues about the sex education curriculum should be raised with the Headteacher, in the first instance. If any issues are unable to be resolved, complaints should be made in line with the Trust's Complaints Policy.

11.0 Monitoring arrangements

- 11.1 The delivery of RSE is monitored by the Headteacher through:
 - Self-evaluation relating to the non-core curriculum or specifically the RSE curriculum. This may include Deep Dives.
 - Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix:



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 BAPA

Agreed actions from discussion with parents	