



Relationship and Sex Education Policy (RSE)

September 2026

This policy document sets out the school's aims, principles and strategies for the delivery of Relationship and Sex Education (RSE)

Aims/ What is RSE?

This policy aims to clarify the content and the way RSE is delivered in Bedford Primary school. It is based on the DfEE guidance document Sex and Relationship Education (ref DfEE 0116/2000), which is the most recent DfE document available.

The three main aims of Bedford's 'Relationship and Sex Policy' are:

1. Pupils will gain knowledge and understanding.
2. Pupils will develop positive attitudes and values towards themselves and others, regardless of religion, cultural background, nationality, gender, sexual orientation, disability or special educational needs.
3. Pupils will develop and extend their personal and social skills.

RSE is an educational entitlement for children and young people. It should support children and young people in managing puberty and adolescence, preparing them for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Be aware of their body and their sexuality.
- Have confidence and self-esteem to value themselves and others.
- Behave responsibly within sexual and personal relationships (see 'Sexual Violence and Sexual Harassment between Children' government advice released May 2018).
- Communicate effectively.
- Access confidential advice and support.
- Have an empathetic understanding of healthy relationships, including LGBTQ

Why should RSE be taught?

Effective RSE plays a pivotal role in cultivating the personal skills necessary for students to initiate and sustain meaningful relationships. It empowers young people to make responsible and informed decisions regarding their health and wellbeing. Moreover, RSE actively supports individuals through the phases of physical, emotional, and moral development, fostering a sense of self-respect and respect for others. By imparting essential knowledge and skills, RSE guides young people with confidence from childhood through adolescence into adulthood, promoting holistic and informed personal growth.

Legal requirements

The law in relation to RSE states:

- The governing bodies of schools are required to keep an up-to-date RSE Policy that describes content and the organisation of RSE provided outside the national curriculum science order.
- Parents/Carers have the right to withdraw their children from RSE lessons.
- The RSE programme must include (as a minimum) information about sexually transmitted infections (STIs) and HIV/AIDs.

Further recommendations:

- The DCSF Sex and Relationships Guidance (0116/2000) suggests that schools should set sex and relationships education within a broader base of self-esteem and responsibility for the consequences of one's actions.

Links with other Policies:

This policy is linked with several other school policies, most particularly the following: -

- Safeguarding
- PSHE

The Curriculum

The curriculum at Bedford is thoughtfully crafted to align with the ages and developmental stages of pupils, incorporating a robust safeguarding element. Within the broader Personal, Social, Health, and Economic (PSHE) curriculum, students are guided to cultivate awareness of their thoughts and emotions, appreciate their true selves and comprehend their relationships with others. The curriculum serves a crucial role in equipping pupils with the skills to navigate contemporary challenges, including body image concerns, cyber and homophobic bullying and internet safety. These issues are also systematically addressed during Bedford's dedicated PSHE spiral curriculum, ensuring key messages are revisited every half term.

In the Early Years Foundation Stage pupils are taught:
• To look after themselves, for example self-help skills. • Animals, including humans, move, feed, grow and use their senses. • How they have changed since they were babies.
In Key Stage 1 pupils are taught:
• Animals, including humans, move, feed, grow, use their senses and reproduce. • To recognise and compare the main external parts of the bodies of humans and other animals. • That humans and other animals can produce offspring and that these offspring grow into adults. • To recognise similarities and differences between themselves and others (both physical and behaviours) and to treat others with sensitivity and respect. • To recognise private parts of the body and that genitals help to make babies when they grow up.

In Key Stage 2 pupils are taught:
• How their bodies change as they grow older, including during puberty. • To recognise similarities and differences between themselves and others (both physical and emotional) and to treat others with sensitivity and respect. • That the life processes common to humans and other animals include nutrition, growth and reproduction. • The main stages of the human life cycle, including conception to the birth of a baby.

Resources

Bedford ensures a wealth of teaching resources through the PSHE scheme of work and dedicated focus weeks. Parents and governors are invited to explore these resources, and inspections can be facilitated through communication with the PSHE subject leader. This transparent approach fosters collaboration and allows stakeholders to gain insight into the comprehensive educational materials that contribute to the school's PSHE program.

Special Educational Needs

Bedford prioritises an inclusive approach to Relationships and Sex Education (RSE), ensuring that young people with special educational needs are not withdrawn from the programme. Instead, tailored support is provided to help them develop skills that reduce the risks of abuse and exploitation, while also fostering an understanding of acceptable and unacceptable behaviors. The planning of RSE work is flexible, allowing for varied approaches that cater to the individual needs of young people with special educational needs. This commitment to inclusivity ensures that all students, regardless of their learning needs, receive comprehensive and supportive education in the realm of Relationships and Sex Education.

Monitoring and Evaluation

The oversight of monitoring and evaluating Relationships and Sex Education (RSE) at Bedford rests with the PSHE subject leader, Mr. S Briscoe, in collaboration with class teachers. This responsibility encompasses the annual review of the RSE policy and its associated programs of study. The evaluation process involves a comprehensive examination of lesson plans, (e-)floor books and the perceptions of children.

Any feedback resulting from the evaluation process will be communicated to staff members. This communication may take the form of written feedback, verbal communication, or be shared through staff meetings. This review and feedback mechanism ensures the continuous refinement and enhancement of the RSE policy and programs of study at Bedford, aligning with the commitment to providing high-quality and responsive education in the field of Relationships and Sex Education.

Child Protection and Confidentiality

Recognising the sensitivity surrounding Relationships and Sex Education (RSE), teachers at Bedford are expected to establish ground rules with pupils at the beginning of discussions involving potentially sensitive topics. These ground rules are designed to foster an environment of privacy and respect for all individuals involved. It is crucial for pupils to be informed that teachers cannot provide unconditional confidentiality, as outlined in the Safeguarding policy.

In the event of a disclosure by a pupil, staff members must adhere to the safeguarding policy and procedures, ensuring that the disclosure is treated and reported in a manner consistent with the established protocols. This commitment to safeguarding ensures the well-being and protection of all individuals within the school community, emphasizing transparency and accountability in handling sensitive matters.

The Role of Parents

Bedford recognises the invaluable role of community and home-based learning as essential dimensions of sex and relationship education, in addition to school-based links. The school is committed to building positive and supportive relationships with parents, grounded in mutual understanding, trust, and cooperation.

To achieve this objective, the school will:

1. **Inform parents about the school's sex and relationships education policy:** Keeping parents well-informed about the school's approach to sex and relationships education, ensuring transparency and clarity.
2. **Notify parents via letter before sensitive issues are taught in lessons:** Providing parents with advance notice when potentially sensitive topics are scheduled for instruction, allowing for preparation and communication.
3. **Answer any questions that parents may have about sex education:** Encouraging an open line of communication where parents can seek clarification and information regarding sex education at the school.
4. **Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for it in the school:** Valuing and addressing parental concerns, fostering a collaborative approach to sex education.

Under section 405 of the Education Act 1996, parents retain the right to withdraw their child from the teaching of sex education, excluding the statutory content within the National Curriculum. If a parent wishes to exercise this right, they are required to submit a letter explaining the reasons for withdrawal and specifying which aspects of the program they do not wish their child to participate in. Subsequently, a meeting with the Headteacher is arranged to ensure a clear understanding of the agreed outcome between both parties. This process reflects the school's commitment to respecting parental rights and maintaining a cooperative and informed partnership between the school and parents.

The Role of Other Members of the Community

Bedford's collaborative approach with external agencies demonstrates a proactive commitment to delivering a comprehensive Relationships and Sex Education (RSE) program of study. The engagement with external partners such as the school nurse, Conquer Life (Vibe), and members of the SCARF team at Corman Life Education enriches the academic year's RSE curriculum.

The partnership with Corman Life Education is particularly highlighted during the summer term. This collaborative effort extends beyond the classroom, providing parents with a platform to engage in discussions about the RSE content. This not only fosters open-communication but also empowers parents to support the delivery of age-appropriate material with pupils across both Key Stages. The emphasis on involving parents ensures a cohesive and unified approach to RSE education, promoting consistency and suitable progression across Key Stage phases.

Bedford's dedication to continuity in RSE education and thoughtful progression between year groups reflect a holistic and developmental approach. By actively involving external agencies and creating opportunities for parental engagement, Bedford ensures that its RSE program is comprehensive, supportive, and aligned with the diverse needs of its students. This collaborative effort contributes to a well-rounded and inclusive approach to Relationships and Sex Education at Bedford.

Policy to be reviewed July 2026.