

Relationships and Sex Education Policy

To be read in conjunction with:

Academic Support Policy
Anti-bullying Policy
Drugs Policy
Equal Opportunities Policy
Equality and Diversity Policy
Safeguarding & Child Protection Policy
Behaviour and Discipline in Schools
Equality Act 2010: Advice for Schools
Keeping Children Safe in Education
Mental Health and Behaviour in Schools November 2018
Preventing and Tackling Bullying Relationships Education, Relationships and Sex
Promoting Fundamental British Values as part of SMSC Education (RSE) and Health
Education
SEND Code of Practice: 0 to 25 years
Sexual Violence and Harassment between Children in Schools
SMSC requirements for independent Schools The Equality and Human Rights Commission

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The purpose of this policy is to inform parents about the delivery of Relationships and Sex Education (RSE) at Bedford Modern School. It outlines the provision of Relationships Education and Sex Education across all year groups, as well as aspects of Health Education that are linked to Sex Education.

1. Definition:

Throughout Bedford Modern School, we aim to provide students with accurate and reliable information about human reproduction, physical and emotional changes during puberty, and the development of healthy attitudes toward their bodies. It is delivered sensitively and inclusively, ensuring that students feel supported and confident in discussing these topics. It is not about encouraging sexual activity or promoting specific lifestyles but about equipping students with the knowledge and skills to navigate their personal development and relationships responsibly and respectfully. Sex education is a carefully planned and age-appropriate component of the broader Relationships and Sex Education (RSE) curriculum.

In differentiating between the broader Relationships Education and what is considered Sex Education the below may be considered useful;

In the **Junior School**, sex education is teaching foundational knowledge, including the biological aspects of human reproduction and the physical changes associated with puberty. The programme is tailored to the age, physical, and emotional maturity of students, ensuring that they are prepared for the changes of adolescence.

Relationships Education explores consent which is embedded within the curriculum and progresses into consent in relationships in Year 5 and into Year 6.

A range of relationships are explored, including, types of families, friendships and personal relationships with themselves. Romantic relationships, attraction to others, and marriage are also taught.

In the **Senior School**, sex education expands to include discussions about sexual health, safe practices, and the emotional aspects of intimacy. It aims to empower students to make informed, responsible decisions while respecting their values and those of others.

In Relationships Education the theme of consent remains central, with an emphasis on understanding personal boundaries and fostering respect in various types of relationships.

2. Aims and Objectives

At Bedford Modern School, our Relationships and Sex Education (RSE) programme seeks to:

Whole School Approach

- Ensure a clear progression in the delivery of RSE, transitioning seamlessly from Junior School to Senior School and into Sixth Form.
- Deliver age-appropriate and differentiated content tailored to the diverse needs of all students, including those with special educational needs (SEND) and other vulnerabilities requiring bespoke provision.
- Provide objective, balanced, and sensitively delivered information.
- Foster the development of social skills and strategies to reduce risks of exploitation, misunderstanding, and abuse.
- Ensure positive representation of diverse individuals within the curriculum (e.g., people from ethnic minorities backgrounds, LGBTQ+, and people with disabilities).
- Prepare students for their journey from childhood through adolescence and into adulthood.
- Create a safe environment for students to learn about sexual orientation and gender identity while addressing misconceptions and challenging stereotypes, including those related to LGBTQ+ identities.
- Prioritise online safety by educating students about the risks associated with social media and digital platforms.
- Develop self-respect, confidence, and empathy.
- Provide a safe space for discussing sensitive issues and seeking support when needed.

Aims for Relationships Education

Relationships education at Bedford Modern School aims to:

- Teach students to recognise and establish healthy, respectful relationships in all contexts, including friendships, family dynamics, and online interactions.
- Equip students with the skills and understanding needed to navigate the challenges of adolescence, including recognising and addressing unhealthy or abusive relationships.

- Emphasise the importance of mutual respect, consent, and effective communication in relationships.
- Represent diverse family structures and relationships, including those who identify as LGBTQ+, in a positive and inclusive manner.
- Empower students to identify and challenge stereotypes and discrimination in relationships and society.
- Explore the physical, emotional, and social aspects of all types of parenting and the readiness required for it.

Aims for Sex Education

Sex education at Bedford Modern School aims to:

- Prepare students for the physical and emotional changes of puberty while promoting health and hygiene.
- Provide age-appropriate knowledge of sexual and reproductive biology, including conception, and childbirth.
- The prevention of sexually transmitted infections (STIs), such as HIV, in an inclusive way that reflects all types of relationships.
- Develop students' understanding of the implications and responsibilities of sexual behaviour, including the importance of delaying sexual activity.
- Equip students with knowledge about various contraceptive methods and how to access them.
- Ensure students understand the risks associated with sexual activity and how to protect themselves.
- Address the dangers of pornography and promote healthy attitudes towards sex and intimacy.
- Teach students the correct vocabulary to describe their bodies and discuss topics related to sexual development.
- Provide a safe space for discussing sensitive issues and seeking support when needed.

3. Legal Requirements

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request. This policy complies with DfE Guidance on Sex & Relationships Education (0116/2000) and the supplementary guidance Sex & Relationships Education for the 21st Century 2014.

School Governors are responsible for reviewing and monitoring the implementation of this policy, they have a statutory obligation under the terms of the 1986 Education Act, 1988 Education Reform Act, and the 1993 Education Act (section 2) to determine their school policy regarding sex education. The school governors play a crucial role in ensuring the effective implementation and management of the Relationships and Sex Education (RSE) curriculum. In addition to fulfilling their legal obligations, governors are responsible for ensuring that all students make progress in achieving the expected educational outcomes. They must ensure that the subjects are well-led, effectively managed, and thoroughly planned, while maintaining high standards through regular and effective self-evaluation of the quality of provision. Teaching must be accessible to all students, including those with Special Educational Needs and Disabilities (SEND). Governors are also responsible for ensuring that clear and accessible information is provided to parents about the subject content and their right to request withdrawal from non-statutory aspects of sex education. Furthermore, they must ensure that the subjects are appropriately resourced, staffed, and timetabled to enable the school to meet its legal obligations and deliver a high-quality curriculum. The delivery of the RSE programme is the responsibility of the Head and Governors. Coordinated by the Head of PSHE and RSE in the Senior School, and overseen

by the Assistant Head, Deputy Head Pastoral in the Junior School, and the Head of Sixth Form.

This policy has been developed in consultation with a range of staff and key stakeholders. Contributions from teachers, students, families, and other members of the school community have been gathered to ensure the policy meets the needs of those it serves. A draft version was shared during a two-week consultation period, providing families with the opportunity to review and offer feedback before the policy was finalised.

From September 2020 the guidance document '**Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers**' will become statutory. This document clearly sets out the curriculum content that schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE), and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained, or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including student referral units. **See appendix 1 for further information on curriculum content.**

4. Course Content

Detailed content of the Relationships and Relationships & Sex curriculum will be made available to parents on request. Our curriculum content will cover the required themes as set out in **Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.**

See **appendix 2** for our programme of study in each year group. We continuously assess when topics are delivered to ensure they align with the needs of our students and reflect feedback from teachers and students.

- Family
- Respectful relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Relationships and RSE curriculum for SEND students

Where possible all students will remain with their tutor/form group for RSE lessons. As with any lesson, tutors will differentiate for students with SEND and those who are vulnerable. This may mean differentiated work or alternative delivery depending on the nature of the need. The SENDCo and Head of PSHE and RSE/Deputy Head in the Junior School will make the relevant adjustments at the start of each academic year, in consultation with parents.

5. Safe and Effective Practice

To ensure a safe and supportive learning environment for Relationships and Sex Education, teachers at Bedford Modern School follow these principles:

- **Establish a Safe Learning Environment**
Teachers collaborate with students to create and uphold clear ground rules for discussions. These rules emphasise respect, appropriate language, confidentiality,

and the right to opt out of personal disclosures or activities. This ensures that all students feel safe, respected, and supported during RSE lessons.

- **Handle Sensitive and Controversial Topics Thoughtfully**
Teachers address sensitive topics with care, ensuring their responses are appropriate for the students' age and understanding. If a question is deemed too explicit or unsuitable for group discussion, it will be handled privately or deferred until the teacher can consider the most suitable response. The Head of PSHE and RSE alerts Heads of Year and teachers to upcoming topics, highlighting those of a sensitive nature. This means discussions can be had in advance with students as needed.
- **Maintain Professionalism**
Teachers avoid sharing personal views or experiences, focusing instead on providing factual, unbiased information. They remain sensitive to the diverse needs and backgrounds of students, ensuring discussions align with the school's values and policies, while fostering a respectful and inclusive environment.
- **Prioritise Safeguarding and Confidentiality**
Any disclosures or concerns about safeguarding are managed according to the school's safeguarding procedures. Students are informed that confidentiality will be maintained unless a safeguarding issue arises, at which point appropriate action will be taken to protect them.
- **Promote Inclusivity**
Teachers ensure RSE lessons are inclusive, representing diverse genders, sexual orientations, cultures, and family structures. Misconceptions and discriminatory behaviour, such as racism, homophobia, and transphobia, are actively challenged to foster an environment of equality and respect.
- **Use Distancing Techniques**
To encourage open discussion without personal discomfort, teachers use scenarios, stories, or fictional characters. These distancing techniques help students engage with topics objectively while protecting their privacy and feelings.
- **Encourage Questions and Provide Support**
An anonymous question box is available to allow students to ask questions discreetly and without fear of embarrassment. Teachers ensure students are informed about how and where to access reliable support, both within and outside the school, for any issues raised during lessons.
- **Address Online Safety**
Discussions about online safety are integrated into RSE lessons to help students critically evaluate risks associated with social media, internet use, and online interactions. Students are equipped with strategies to navigate online challenges safely and responsibly.

This guidance ensures that all RSE lessons are delivered in a way that prioritises student well-being, fosters trust, and promotes effective and respectful learning.

Staff delivering RSE receive support from the Head of PSHE and RSE, Heads of Year, and Assistant Heads. If a teacher feels unable to teach a session, one of these staff members will take over. The Mental Health Lead is also available to offer support to staff when required.

6. Organisation and Delivery

Junior School

- Our RSE programme is an integral part of our whole school PSHE education provision and is delivered in the autumn & spring term.
- The planning takes on a spiral approach, which gradually revisits and reintroduces topics at a deeper and more complex level in each year group.

- RSE is delivered by the form tutor during four 25-minute sessions each cycle and will be taught through a range of teaching methods and interactive activities. Year 4 are trailing two 50-minute timetabled lessons per cycle, with the plan for this to be implemented in the Junior School from September 2025.
- Identified SEND or vulnerable students will receive a differentiated RSE programme as required (outlined in Appendix 1 and 2).
- Baseline assessment at the start of each RSE topic allows the form tutor to differentiate the programme to the form group and students are encouraged to reflect on their own learning and progress at the end.

Senior School

- Relationships & Sex Education is taught in Years 7-11 through weekly PSHE tutorials, assemblies and as a timetabled lesson in week 1 of the cycle.
- All students within the school have equal access to Relationships & Sex Education. Topics are revisited to allow provision for previous absences and different levels of understanding, maturity and learning abilities. The curriculum is progressive.
- Identified SEND or vulnerable students will receive a differentiated RSE programme as required (outlined in Appendix 1 and 2).
- All form tutors deliver PSHE and RSE to their tutor group. Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy. From September 2025, Years 7-9 students will have an additional timetabled lesson with RSE being delivered by a specialist team of teachers. This will run alongside the existing PSHE timetabled lessons.
- On occasion external specialist organisations, consultants, and healthcare professionals are invited to deliver aspects of the RSE curriculum to ensure our curriculum reflects current best practices (see below).
- Every half term, students engage in ipsative assessments—evaluations where they compare their current performance to their own previous performance—using various methods such as quizzes, graffiti walls, pre- and post-assessment activities, and self-evaluation tasks. These assessments can be completed either in the provided booklets or through online platforms.

Sixth Form

- All form tutors deliver PSHE and RSE to their tutor group. Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy. The curriculum is reviewed and overseen by the Head of Sixth Form and coordinated by the Deputy Head of Sixth Form.
- On occasion external specialist organisations, consultants, and healthcare professionals are invited to deliver aspects of the RSE curriculum to ensure our curriculum reflects current best practices.
- From September 2025, students will engage in assessments—evaluations where they compare their current performance to their own previous performance—using various methods. These assessments will be completed through online platforms.

7. Working with Parents

Parental support is essential to the success of our RSE curriculum. While we have an educational and legal responsibility to provide young people with Relationships and Sex Education, we acknowledge and respect the primary role of parents in guiding their children on these matters.

At the start of each academic year, parents receive a letter outlining the PSHE Year Overview, which includes the content covered in the RSE curriculum. The RSE policy is also accessible on the school website. This letter invites parents to provide feedback or raise any questions by contacting the Head of PSHE and RSE. Parental input is valued and

considered as part of our annual curriculum review to ensure effective collaboration and alignment with the needs of our school community.

Parents are welcome to further explore the RSE curriculum by arranging to view it, along with the associated teaching materials, with the Head of PSHE and RSE. Additionally, they are notified in advance of any upcoming RSE topics their child will be studying.

As part of the BMS Parent Programme, parents are also invited to participate in workshops related to the RSE curriculum, providing an opportunity to engage directly with the content and its delivery.

8. Right to Withdraw

Under the Education Act 1993, parents/carers have the legal right to withdraw their child from RSE in primary and secondary education, for aspects of sex education that are not part of the National Science curriculum. There is no right to withdraw from Relationships Education or Health Education. This is applicable up to and until three terms before the child turns 16. After this point, if the child expresses a desire to continue receiving sex education despite parental wishes for withdrawal, the Head of PSHE and RSE will ensure the student has access to an appropriate curriculum.

In the Junior School, consent will be sought at the beginning of Year 6. Before the summer term, parents will receive further details about the curriculum content. Parents who wish to withdraw their children from sex education must contact the Head of the Junior School to discuss their concerns. Once withdrawal is confirmed, the student will be excused from any sex education not covered in the science curriculum. The process will be documented on CPOMS.

Parents with concerns or considering withdrawing their child from Sex Education in the Senior School should in the first instance contact the Head of PSHE and RSE who will invite the parent to a meeting to discuss their concerns and reassure the parents of the health and educational benefits of RSE. In most cases this resolves any concerns, but should parents still wish to withdraw their child then a request should be made in writing to the Head. BMS will document the process on CPOMS.

Students withdrawn from parts of Sex Education will receive enriching lessons on topics within the RSE and PSHE curriculum.

9. Confidentiality

Effective RSE should empower and encourage young people to speak with a trusted adult if they are in a sexual relationship or are considering entering one. Ideally, this trusted person would be their parent or carer, although this is not always possible. The law permits health professionals to provide confidential consultations and, in certain cases, treatment for young people. This process often includes counselling and discussions about the importance of involving parents or carers.

If a member of staff becomes aware that a student under 16 is having, or is contemplating having sexual intercourse, they are required to report this to the school's Designated Safeguarding Lead (DSL). Similarly, if they learn that a 16-year-old student is considering sexual activity with someone under the age of 16, the DSL will assess the situation and take appropriate action in line with the school's Safeguarding Policy.

10. The Role of Health Professions in the Delivery of Relationships and Sex Education

The school can work with health and other external professionals in the development and implementation of the schools' Relationships & Sex programme. Any visitors used to help in the delivery of the Relationships and Relationships & Sex Education programme will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum, and relevant school policies, and their work will be planned and agreed in advance. The school works with charities including Brook, NCT, our Police Liaison Officer, iCash, Mind, etc.

Students can see the school nurse on topics relating to healthy sexual practices if they feel comfortable doing so.

In accordance with our safeguarding procedures, all visitors are vetted by the staff member responsible for organising the event. Additionally, a 'Visitors to the School Record' form is completed and securely maintained by the school. In line with our Safeguarding Policy, visitors will always be accompanied by a member of staff.

11. Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of the curriculum.

The school provides opportunities to garner parental feedback regarding the RSE curriculum. Parents are invited to attend Health Education (Puberty & Hygiene) and Sex Education workshops aimed at complementing the curriculum content.

Students complete surveys annually and are invited to participate in focus groups where the curriculum and resources are reviewed. This is to ensure the curriculum content meets the needs of our students, and is current and accurate.

This policy and the schemes are frequently, and at least annually, updated in accordance with changes in legislation and statutory guidance. This policy is reviewed annually by our compliance committee chaired by our Senior Deputy Head.

Monitoring and Evaluation is used to ensure that all teachers are delivering the PSHE and RSE curriculum effectively. This takes the form of lesson drop-ins, learning walks, and the sharing of effective resources. Staff receive whole-school CPD, Twilight CPD sessions, and termly pastoral meetings where schemes of work are discussed and reviewed. The Head of PSHE and RSE offers staff drop-ins to address any concerns or questions.

Miss L Coltman
Assistant Head (Years 7 and 8)

Mr J Bungard
Deputy Head Pastoral (Junior School)

Mrs S Muller
Head of PSHE and RSE (Senior School)

Mr J White
Head of Sixth Form

January 2025
Review Date February 2026

12. Appendix 1 - Statutory RSE Curriculum

By the end of primary school:

Families and people who care	<p>Students should know:</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring Friendships	<p>Students should know:</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful Relationships	<p>Students should know:</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults
Online Relationships	<p>Students should know:</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • how information and data is shared and used online
Being Safe	<p>Students should know:</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

	<ul style="list-style-type: none"> • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice, for example family, school or other sources
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By the end of secondary school

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	<p>Students should know</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<p>Students should know</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

	<ul style="list-style-type: none"> • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	<p>Students should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being safe	<p>Students should know</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and	<p>Students should know</p>

<p>sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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13. Appendix 2 - RSE Programme of Study Bedford Modern School

Junior School

Year Group	RSE Theme	Content Covered	Term of Delivery
Year 3	Families & Friendship What makes a family; features of family life	<ul style="list-style-type: none"> To recognise and respect that there are different types of families, including single parents, same-sex parents, stepparents, blended families, foster and adoptive parents That being part of a family provides support, stability and love To understand about the positive aspects of being part of a family, such as spending time together and caring for each other About the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty to identify if/when something in a family might make someone upset or worried What to do and whom to tell if family relationships are making them feel unhappy or unsafe 	Autumn
	Safe Relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour	<ul style="list-style-type: none"> What is appropriate to share with friends, classmates, family and wider social groups including online About what privacy and personal boundaries are, including online Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision That bullying and hurtful behaviour is unacceptable in any situation About the effects and consequences of bullying for the people involved About bullying online, and the similarities and differences to face-to-face bullying what to do and whom to tell if they see or experience bullying or hurtful behaviour 	Autumn
	Respecting ourselves & others Recognising respectful behaviour; the importance of self-	<ul style="list-style-type: none"> To recognise respectful behaviours e.g. helping or including others, being responsible How to model respectful behaviour in different situations e.g. at home, at school, online The importance of self-respect and their right to be treated respectfully by others and what it means to treat others, and be treated, politely 	Autumn

	respect; courtesy & being polite	<ul style="list-style-type: none"> The ways in which people show respect and courtesy in different cultures and in wider society. 	
Year 4	Families & Friendship Positive friendships, including online	<ul style="list-style-type: none"> The features of positive healthy friendships such as mutual respect, trust and sharing interests Strategies to build positive friendships How to seek support with relationships if they feel lonely or excluded How to communicate respectfully with friends when using digital devices How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know What to do or whom to tell if they are worried about any contact online 	Autumn
	Safe Relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online	<ul style="list-style-type: none"> To differentiate between playful teasing, hurtful behaviour and bullying, including online How to respond if they witness or experience hurtful behaviour or bullying, including online Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable How to manage pressures associated with dares When it is right to keep or break a confidence or share a secret How to recognise risks online such as harmful content or contact How people may behave differently online including pretending to be someone they are not How to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online 	Autumn
	Respecting ourselves & others Recognising differences & similarities; discussing difference sensitively	<ul style="list-style-type: none"> To recognise differences between people such as gender, race, faith To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations About the importance of respecting the differences and similarities between people A vocabulary to sensitively discuss difference and include everyone 	Autumn

<p>Year 5</p>	<p>Families & Friendship Making friends & peer influence</p>	<ul style="list-style-type: none"> • What makes a healthy friendship and how they make people feel included & strategies to help someone feel included • About peer influence and how it can make people feel or behave & the impact of the need for peer approval in different situations, including online • Strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • That it is common for friendships to experience challenges • Strategies to positively resolve disputes and reconcile differences in friendships • That friendships can change over time and the benefits of having new and different types of friends • How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • When and how to seek support in relation to friendships 	<p>Spring</p>
	<p>Safe Relationships Physical contact & feeling safe</p>	<ul style="list-style-type: none"> • To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations & how to ask for, give and not give permission for physical contact • How it feels in a person's mind and body when they are uncomfortable • That it is never someone's fault if they have experienced unacceptable contact & how to respond to unwanted or unacceptable physical contact • That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • Whom to tell if they are concerned about unwanted physical contact 	<p>Spring</p>
	<p>Respecting ourselves & others Responding directly to a wide range of people; recognising prejudice & discrimination</p>	<ul style="list-style-type: none"> • To recognise that everyone should be treated equally & why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • What discrimination means and different types of discrimination e.g. racism, sexism, homophobia • To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • The impact of discrimination on individuals, groups and wider society • Ways to safely challenge discrimination & how to report discrimination online 	<p>Spring</p>

	<p>Growing & Changing Physical & emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p>	<ul style="list-style-type: none"> • How to identify external genitalia and reproductive organs • About the physical and emotional changes during puberty • Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • Strategies to manage the changes during puberty including menstruation • The importance of personal hygiene routines during puberty including washing regularly and using deodorant • How to discuss the challenges of puberty with a trusted adult & how to get information, help and advice about puberty 	Autumn
Year 6	<p>Safe Relationships Recognising & managing pressure; consent in different situations</p>	<ul style="list-style-type: none"> • To compare the features of a healthy and unhealthy friendship • About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong & strategies to respond to pressure from friends including online • How to assess the risk of different online 'challenges' and 'dares' • How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • How to get advice and report concerns about personal safety, including online • What consent means and how to seek and give/not give permission in different situations 	Autumn
	<p>Families & Friendship Attraction to others; romantic relationships; civil partnerships & marriage</p>	<ul style="list-style-type: none"> • What it means to be attracted to someone and different kinds of loving relationships & that people who love each other can be of any gender, ethnicity or faith • The difference between gender identity and sexual orientation and everyone's right to be loved • About the qualities of healthy relationships that help individuals flourish • Ways in which couples show their love and commitment to one another, including those who are not married or who live apart • What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • That people have the right to choose whom they marry or whether to get married that to force anyone into marriage is illegal • How and where to report forced marriage or ask for help if they are worried 	Autumn

	<p>Respecting ourselves & others Expressing opinions & respecting other points of view, including discussing topical issues</p>	<ul style="list-style-type: none"> • About the link between values and behaviour and how to be a positive role model • How to discuss issues respectfully & how to listen to and respect other points of view • How to constructively challenge points of view they disagree with • Ways to participate effectively in discussions online and manage conflict or disagreements 	Autumn
	<p>Growing & Changing Human reproduction & birth; increasing independence</p>	<ul style="list-style-type: none"> • Identify the links between love, committed relationships and conception • What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb & that pregnancy can be prevented with contraception • About the responsibilities of being a parent or carer and how having a baby changes someone's life • To recognise some of the changes as they grow up e.g. increasing independence & about what being more independent might be like, including how it may feel 	Summer

Senior School

Year Group/Key Stage	RSE Theme (from the 2020) the statutory guidance	RSE Topics in the BMS Curriculum	Content covered from statutory guidance	Curriculum Area in which this is delivered
Year 7	Respectful relationships Being safe Body change and puberty	<p>Transition and safety: Transition to secondary school and personal safety in and outside school</p> <p>Building relationships: Self-worth, romance and friendships (including online) and relationship boundaries.</p> <p>: Diversity: Diversity, prejudice, and bullying</p> <p>: Health and puberty: Healthy routines, influences on health, puberty, unwanted contact</p>	<ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. 	PSHE Extended Tutorials

			<ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that there are different types of committed, stable relationships. • introducing that some types of behaviour within relationships are criminal, including online communications. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. • body change and puberty, including gender identity. 	
Year 8	Being safe and healthy	<p>Discrimination: Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.</p> <p>Identity and relationships: Gender</p>	<ul style="list-style-type: none"> • first aid and personal safety • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. 	PSHE Extended Tutorials

	Respectful relationships	<p>identity, sexual orientation, consent, FGM, and an introduction to Contraception.</p> <p>Digital literacy: Online safety (including 'sexting'), digital literacy, media reliability, and gambling hooks.</p>	<ul style="list-style-type: none"> • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). • the difference between healthy and unhealthy relationships and how to manage a breakup. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. • understanding the danger of viewing pornographic materials. • focus on sexting. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • the concepts of, and laws relating to FGM, and how these can affect current and future relationships. 	
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Year 9	<p>Being safe</p> <p>Intimate and sexual relationships, including sexual health</p>	<p>Intimate relationships: Relationships and sex education including consent.</p> <p>Intimate relationships: Relationships and sex education including contraception, the risks of STIs, and attitudes to pornography.</p>	<ul style="list-style-type: none"> • that some types of behaviour within relationships are criminal, including violent behaviour. • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, and how these can affect current and future relationships. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • different types of loving relationship. • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others 	PSHE Extended Tutorials
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			<ul style="list-style-type: none"> • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. 	
Year 10	Family, Respectful relationships, Intimate and sexual relationships,	Respectful relationships: Families and parenting, healthy relationships, conflict resolution, and relationship changes.	<ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and 	PSHE Extended Tutorials

	<p>including sexual health</p> <p>Health</p>	<p>Exploring influence: The influence and impact of drugs, gangs, role models and the media.</p> <p>Healthy relationships: Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography.</p>	<p>protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</p> <ul style="list-style-type: none"> • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • the impact of viewing harmful content. • that specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. 	
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			<ul style="list-style-type: none"> • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). 	
Year 11	Health, Respectful relationships, Intimate and sexual relationships,	<p>Independence: Responsible health choices, and safety in independent contexts.</p> <p>Communication in relationships: Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.</p> <p>Families: Different families, marriage, and forced marriage, and changing relationships.</p>	<ul style="list-style-type: none"> • understanding serious illness, checking your body, understanding support available • the concepts of, and laws relating to, forced marriage and honour-based violence and how these can affect current and future relationships. • promoting diversity and celebrating different types of relationship • understanding how to access support or steps to take if you receive homophobic mistreatment • LGBTQAI – including transgender and reassignment. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. • about conflict and its causes in different contexts, e.g. with family and friends, and conflict resolution strategies • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent 	PSHE Extended Tutorials

			can be withdrawn (in all contexts, including online).	
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