



Relationships and Sex Education (RSE) Policy

Policy Date: June 2026 **Next Review:** March 2028

Contents

1. Our Christian Foundation for RSE
2. Statutory Requirements
3. Our Approach to RSE
4. Curriculum Content and Delivery
5. Roles and Responsibilities
6. Parental Partnership
7. The Right to Withdraw
8. Monitoring and Review
9. Appendices

1. Our Christian Foundation for RSE

1.1 Our Ethos

Bradford Christian School is an independent Christian school. Our approach to Relationships and Sex Education (RSE) is rooted in our Christian ethos and values, whilst meeting all statutory requirements and respecting the diversity of our school community.

1.2 Why Relationships Matter: A Christian Perspective

We believe that humans are created for relationships: with God and with each other. At the heart of the Christian view of God is relationship—the Bible teaches that God is personal, one God in three Persons, and within the Godhead there are rich, interpersonal relationships.

As beings uniquely made in the image of God, relationships are of central importance for us. When Jesus was asked about the greatest commandment, his response affirmed the importance of loving both God and one's neighbour (Matthew 22:35-40).

1.3 Our Statement of Faith

About God and His World

We believe in one God who exists as Father, Son, and Holy Spirit. He is the loving Creator and Sustainer of all things. We trust the Bible as God's inspired and authoritative Word, the foundation of our faith and our faithful guide for "growing lives that bear fruit".

About Our Shared Humanity

We believe that every single person is created in the image of God. This means that every individual—regardless of their background, identity, or journey—possesses inherent dignity, immense worth, and is deeply loved by God.

About Jesus and Hope

We believe in Jesus Christ: fully God and fully human. Through His life, death, and resurrection, He offers us a restored relationship with God.

1.4 How Our Faith Shapes Our RSE Teaching

Our faith does not close our doors; it opens them wider. We use four pillars to ensure our RSE teaching is both biblically grounded and inclusive of all people:

1. Unconditional Dignity and Respect

Because we believe everyone bears God's image, we foster a culture of radical respect. We teach that every person possesses inherent dignity and must be treated with kindness and honour, regardless of their personal beliefs, lifestyle, or protected characteristics. This does not mean we affirm all beliefs or behaviours, but that we honour all people as image-bearers of God.

2. A Compassionate Lens

We use the Bible to explore God's design for relationships. While we teach from a Christian conviction, we also ensure our pupils understand the laws of the land and the diverse range of views and families in modern Britain and the wider world.

3. Grace, Truth, and Safety

Following the example of Jesus, we lead with both honesty and immense compassion. We strive to create a "brave space" where pupils feel safe to ask difficult questions and feel completely valued as they navigate their own identity and growth.

4. Loving Our Neighbour

Biblical love—characterised by both grace and truth—is the heartbeat of our teaching. Following Jesus, who was 'full of grace and truth' (John 1:14), we equip our pupils to hold these in balance: to speak truth with kindness, to extend grace without compromising conviction, and to honour all people as made in God's image, even in disagreement.

1.5 Our Christian Perspectives on Relationships and Sexuality

a) The Bible is foundational to our teaching

The Bible is foundational to our teaching. We trust it as God's inspired, authoritative, and reliable Word—our ultimate guide for faith and life. Our approach includes:

- **Teaching biblical texts** - We explore relevant biblical passages about relationships, marriage, sex, and human dignity, understanding them within their historical and literary context
- **Encouraging thoughtful engagement** - We equip pupils to read, reflect on, and apply Scripture with wisdom and discernment, developing their ability to understand God's Word for themselves
- **Affirming the Bible's authority** - We teach that the Bible is God's inspired Word, fully trustworthy and authoritative for all matters of faith and practice. By "inspired," we mean God-breathed (2 Timothy 3:16)—that Scripture is the product of God's Spirit working through human authors, making it uniquely authoritative and reliable
- **Acknowledging interpretive humility** - While we hold firmly to the Bible's authority and clarity on core truths, we acknowledge that faithful Christians may interpret some passages differently on secondary matters, and we teach pupils to engage these discussions with wisdom and grace
- **Applying biblical principles** - We help pupils understand how biblical teachings on love, respect, dignity, holiness, and human flourishing apply to modern relationships and contemporary life

b) Sex as a good gift within God's design

Sex is a good gift of a good God who wants what is best for people He loves. God's design for sexual intimacy is within the covenant of marriage between one man and one woman, where it finds its proper expression and meaning. Sex is more than just a physical act; it involves the mental, emotional and spiritual aspects of our being.

c) Ethical responsibility

Right and wrong exist; humans are moral beings responsible for their decisions. Consent is essential, but ethical behaviour goes beyond consent to include kindness and care.

d) Universal dignity

All people are valuable; we treat them with respect and dignity, regardless of their background, beliefs, or lifestyle choices.

e) Marriage and relationships

The law: We teach the legal definition of marriage in England as fact: marriage is a union between two consenting adults, regardless of sex (Marriage (Same Sex Couples) Act 2013).

Biblical pattern: We teach the biblical pattern for marriage as a covenant between one man and one woman for life, instituted by God at creation (Genesis 2:24) and affirmed by Jesus (Matthew 19:4-6) and the apostles (Ephesians 5:31-32). This understanding has been held

by Christians across all traditions throughout church history and remains the position of the vast majority of Christians worldwide today.

Range of Christian views: We acknowledge that in recent years, some churches and denominations have adopted different interpretations of Scripture regarding marriage and have begun to conduct same-sex marriages. We teach pupils to understand these differences exist within Christianity, and we equip them to engage these conversations with wisdom, grace, and respect for all people, while clearly understanding the biblical and historic Christian position.

Our approach: We present these perspectives in a balanced way, allowing pupils to understand various viewpoints whilst being clear when we are delivering content that reflects religious belief.

We teach this not to exclude or diminish anyone, but because we believe God's design for marriage reflects His purposes for human flourishing and provides the context in which sexual intimacy finds its proper expression and meaning.

f) Singleness and celibacy

We teach that both marriage and singleness are good gifts from God and equally valid callings for Christians. Celibacy is a valid and honourable calling for all Christians, whether in response to same-sex attraction or other circumstances.

We help pupils understand that their identity and worth come from being children of God, not from their relationship status.

We acknowledge that Christians hold different views on how to respond faithfully to same-sex attraction, and we equip pupils to understand these different perspectives with wisdom and grace.

g) Our approach to sexual ethics

We teach that God's design for sexual intimacy is expressed within marriage between one man and one woman. This is the consistent teaching of Scripture from Genesis through the New Testament and has been the historic Christian understanding across all traditions.

We acknowledge that:

- Many people in our society, including some Christians, hold different views
- Pupils may come from families with different beliefs and practices
- Some pupils may experience same-sex attraction or question their gender identity

Our commitment is to:

- Teach our school's biblical position clearly and compassionately
- Treat all pupils with dignity, respect, and pastoral care
- Create a safe environment where pupils can ask questions and explore these issues
- Equip pupils to engage respectfully with people who hold different views

- Never shame, stigmatise, or exclude pupils because of their attractions, questions, or family circumstances

1.6 Navigating Theological Diversity in Our Community

Bradford Christian School serves families from approximately 30 different churches, representing a wide range of Christian traditions, as well as families exploring faith or from non-Christian backgrounds.

Our approach is to:

- Teach the law as fact - pupils will clearly understand what the law allows and requires
- Present the school's teaching position - drawing on our Christian foundation and traditional biblical understanding
- Use the Bible to inform our teaching - encouraging critical engagement with Scripture
- Acknowledge the range of Christian views - helping pupils understand that faithful Christians interpret Scripture differently on some issues
- Model respectful dialogue - showing how Christians can disagree with an attitude of grace
- Equip pupils to think critically - developing their ability to engage with different perspectives

1.7 How We Handle Diverse Parental Expectations

Our commitment to all families:

WE WILL:

- ✓ Teach the law accurately and factually, ensuring pupils understand the legal framework around relationships, marriage, and equality, including the Equality Act 2010 and the Marriage (Same Sex Couples) Act 2013
- ✓ Ground our teaching in Scripture as God's inspired and authoritative Word, equipping pupils to read, understand, and engage thoughtfully with biblical texts and their application to contemporary life
- ✓ Acknowledge that faithful Christians hold different views on some matters of biblical interpretation, teaching pupils to engage these differences with wisdom, humility, grace, and respect, while being clear about our school's position rooted in historic Christian teaching and the consistent witness of Scripture
- ✓ Treat all pupils with dignity and respect as people made in God's image, regardless of their family background, personal circumstances, sexual orientation, gender identity, or emerging questions about identity
- ✓ Create a safe, inclusive environment for honest questions and respectful dialogue, where pupils can explore complex issues without fear of shame, judgment, or rejection, and where all pupils feel valued and supported

- ✓ Partner with parents through transparent communication, including statutory consultation on our RSE policy and curriculum, making all materials available for review, and maintaining ongoing dialogue about our approach
- ✓ Comply fully with the Equality Act 2010, ensuring our teaching does not discriminate against pupils or families on the basis of protected characteristics, while maintaining our right as a faith school to teach in accordance with our religious ethos
- ✓ Prepare pupils to live respectfully in a diverse society, equipping them to engage with people who hold different beliefs and values with compassion, understanding, and respect

WE WILL NOT:

- ✗ Teach that any person is less valuable, less loved by God, or less deserving of dignity and respect because of their sexual orientation, gender identity, family structure, or any other characteristic
- ✗ Use language that stigmatises, shames, marginalises, or excludes pupils or families, or that diminishes anyone's dignity as an image-bearer of God
- ✗ Teach that people are inherently more sinful, more broken, or less loved by God because of their sexual orientation or gender identity. We affirm that all people are made in God's image and equally in need of God's grace.
- ✗ Present our school's biblical interpretation as the only possible faithful reading of Scripture on secondary matters, while being clear about core biblical truths—including God's design for marriage and sexuality—as grounded in the consistent witness of Scripture and historic Christian teaching
- ✗ Promote conversion therapy or any approach that seeks to suppress, deny, or change a person's sexual orientation or gender identity through coercion, shaming, or harmful practices—we are committed to safeguarding all pupils
- ✗ Prevent pupils from asking honest questions or expressing different views, or create an environment where pupils feel unable to share their family circumstances or personal struggles
- ✗ Compromise on teaching the law accurately, meeting our statutory RSE requirements, or fulfilling our duties under the Equality Act 2010
- ✗ Teach that families with same-sex parents or other family structures are invalid, inferior, or less worthy of respect—we honour all families and teach pupils to do likewise
- ✗ Teach that all expressions of sexuality are equally aligned with God's design, while acknowledging that Christians interpret Scripture differently on sexual ethics and treating all pupils and families with dignity and respect regardless of their beliefs or circumstances

1.8 Our Commitment to Equality and Inclusion

All schools may teach about faith perspectives on relationships and sex education. Schools with a religious character may teach their distinctive faith perspective, and balanced debate may take place about contentious issues. We are always clear when we are delivering content that reflects religious belief, distinguishing this from teaching about the law.

Pupils must understand the importance of equality and respect and learn about the law relating to the protected characteristics: age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

We will approach these topics with both biblical conviction and Christ-like compassion.

2. Statutory Requirements

2.1 Legal Framework

This policy complies with:

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Relationships and sex education (RSE) and health education guidance (updated July 2025, statutory from September 2026)
- The Equality Act 2010
- Keeping Children Safe in Education (2025)
- The Children and Families Act 2014
- Independent School Standards Regulations 2014

2.2 Our Statutory Duties

As an independent school, we must:

- Have an up-to-date written policy for RSE
- Proactively engage and consult parents when we develop and review our policy
- Provide a copy of our policy free of charge to anyone who requests one
- Publish the policy on the school website
- Allow parents to view all curriculum materials on request
- Teach relationships education to all pupils
- Teach RSE to all secondary pupils

3. Our Approach to RSE

3.1 Core Principles

Our curriculum is developed with the following key principles:

a. Engagement with pupils - An inclusive and well-sequenced curriculum informed by meaningful engagement with pupils.

b. Engagement and transparency with parents - We engage with parents on the content of RSE and are transparent about all materials used. All materials are available to parents on request.

c. Positivity - We focus on building positive attitudes and skills, promoting healthy norms about relationships and health. We avoid language which might normalise harmful behaviour.

d. Careful sequencing - We sequence teaching so that pupils are supported and equipped with knowledge before they encounter experiences, to prevent harms.

e. Relevant and responsive - We develop curriculum that is relevant, age and stage appropriate and accessible.

f. Skilled delivery - The curriculum is delivered by staff who have the knowledge, skills and confidence to create a safe and supportive environment.

g. Whole school approach - The curriculum is delivered as part of a whole school approach to wellbeing and positive relationships.

h. Biblical foundation - We use the Bible to shape our teaching, encouraging critical thinking whilst recognising that Christians believe it is a manual for life.

3.2 Teaching About LGBTQ+ Relationships

Protected Characteristics

We teach pupils about all protected characteristics under the Equality Act 2010, including sexual orientation and gender reassignment.

Primary Phase

We include same-sex parents/carers when discussing families and teach pupils to treat everyone with respect regardless of differences.

Secondary Phase

We teach about same-sex relationships as part of our integrated RSE curriculum, ensuring pupils understand the law, the range of views (including our school's biblical position), and the importance of treating all people with dignity and respect. Same-sex relationships are not taught as a standalone "other" topic, but integrated appropriately throughout the curriculum.

Anti-Bullying and Sexual Violence

We teach that anyone can be a victim of sexual violence, regardless of protected characteristics, and that the victim is never to blame. We acknowledge that most sexual violence is committed against women and girls, but avoid language which stigmatises boys or suggests boys are always perpetrators.

3.3 Teaching About Gender Identity and Biological Sex

Facts and Law

We teach pupils the facts and the law about biological sex and gender reassignment (statutory requirement, 2026 guidance).

Pupils learn that:

- Biological sex refers to whether someone is male or female, based on physical characteristics
- Gender reassignment is a protected characteristic under the Equality Act 2010
- Legal rights may differ based on biological sex in certain contexts (e.g., single-sex spaces, some sports)
- Everyone has the right to be treated with dignity and respect

We teach these facts in an age-appropriate way:

- **Primary:** Pupils learn about biological sex and that everyone deserves respect
- **Secondary:** Pupils learn about gender reassignment as a protected characteristic and contexts where legal rights may differ

Avoiding Oversimplification

We avoid materials that oversimplify gender identity or perpetuate stereotypes. We consult parents on external resources in advance.

Safeguarding

When supporting a gender-questioning child, we take a cautious approach in partnership with parents (except in exceptionally rare circumstances where involving parents would constitute a significant risk of harm).

3.4 Addressing Harmful Sexual Behaviour

Curriculum Content

Our curriculum addresses sexual harassment, online abuse and sexual violence. Staff actively challenge everyday sexism, misogyny, homophobia and stereotypes. Where misogynistic ideas are expressed, staff challenge the ideas, not the person.

Pupils develop positive conceptions of masculinity and femininity, including learning from positive male role models.

Online Harms

Our curriculum addresses:

- Risks of online gambling and gambling-like content
- How to be a discerning consumer of information online, including misinformation and conspiracy theories
- Risks of viewing online content that promotes self-harm, suicide or violence

Pornography and AI-Generated Content

We teach how pornography can negatively influence sexual attitudes and behaviours, and about the prevalence of AI-generated sexual imagery and 'deepfakes'.

Toxic Masculinity and 'Incel' Culture

In secondary schools, we teach how sub-cultures such as 'incels' might influence our understanding of sexual ethics.

3.5 Safeguarding

Discussions about sensitive topics in RSE can lead to increased safeguarding reports. All staff know what to do if they have concerns. Staff never promise a child that they will not tell anyone about a report of abuse.

Pupils understand how confidentiality will be handled and where they can report concerns, including to external services.

All staff follow our Child Protection and Safeguarding Policy when responding to disclosures or concerns.

3.6 Pupils with SEND

Teaching is developed to ensure RSE is accessible for pupils with SEND and prepares them for adulthood. We are aware that pupils with SEND may be more vulnerable to harmful sexual behaviour, abuse, exploitation and violence. RSE is particularly important for these pupils.

We differentiate our curriculum and teaching approaches to meet the needs of pupils with SEND, working closely with our SENCO and external specialists.

3.7 Pastoral Approach to Dating Relationships

Our Philosophy

We believe that young people benefit from space to develop their identity and enjoy friendships before embarking on romantic relationships. Adolescence is a time of significant emotional, physical, and spiritual development.

What We Encourage

- Strong, healthy friendships across genders characterised by respect, kindness, and care
- A culture where friendship is prized highly
- Delayed romantic relationships until pupils are emotionally mature
- Focus on character development and growing in relationship with God

What We Discourage

- Exclusive romantic relationships during school years, particularly in primary and early secondary
- Sexualised banter or teasing
- Public displays of affection inappropriate for a school setting
- Pressure on peers to be in relationships

When Relationships Do Form

We do not punish or shame pupils. We provide pastoral support to help them navigate relationships healthily, reinforce teaching about consent, boundaries, and respect, and work with parents to ensure consistent support.

Any concerns about inappropriate relationships, coercion, or sexual activity will be handled according to our Child Protection and Safeguarding Policy.

3.8 Mental Health and Suicide Prevention (Secondary)

As part of Health Education, we teach secondary pupils about mental health and wellbeing, including how to recognise when they or others may be struggling.

Suicide Prevention:

We safely address suicide prevention in our secondary curriculum, including:

- Recognising signs that someone may be experiencing suicidal thoughts
- Where to access help (Childline: 0800 1111, Samaritans: 116 123)
- That it is never too late to seek help
- Encouraging pupils to talk to a trusted adult

We teach about suicide prevention sensitively, following Samaritans' media guidelines, avoiding glamorising suicide, and providing hope.

Staff are trained to recognise signs of mental health difficulties. Pupils who disclose suicidal thoughts are immediately referred to the DSL.

4. Curriculum Content and Delivery

4.1 Delivery Methods

RSE is delivered through:

- **PSHE/CP Lessons** - Discrete timetabled lessons
- **Science Curriculum** - Biological aspects of reproduction and development
- **Religious Education (RE)** - Ethical, moral, and spiritual aspects
- **Form Time/Assemblies** - Topical discussions and character formation
- **Bible Study** - Exploring biblical texts on relationships

4.2 Teaching Staff

RSE is delivered by class teachers (Primary) and subject teachers/form tutors (Secondary). All staff receive appropriate training to ensure they are confident in handling sensitive subjects age-appropriately.

4.3 Handling Questions Beyond the Curriculum

When students ask questions beyond the curriculum or relating to sex education from which they have been withdrawn, teachers handle questions with an emphasis on supporting the child. This may include asking a pupil to speak to their parents or a trusted adult, signposting to support services, and recognising that unanswered questions might lead children to inappropriate sources of information.

4.4 Curriculum Overview

A detailed breakdown of what is taught in each year group is available in **Appendix A: RSE Curriculum Overview by Year Group**.

Primary (EYFS - Year 6): Focuses on Relationships Education: families, friendships, online safety, boundaries, and puberty. Following consultation with parents, we teach age-appropriate sex education in Years 5 and 6 to prepare pupils for transition to secondary school, taught from a Christian perspective.

Secondary (Years 7-11): Focuses on Relationships and Sex Education: intimate relationships, consent, sexual health, contraception, the law, and harmful sexual behaviour, taught from a Christian perspective.

4.5 Responding to Emerging Issues in Primary

While our sex education in primary is age-appropriate and carefully planned, we recognise that some pupils may be exposed to pornography or online sexual content beyond what we teach.

If we become aware that primary pupils have been exposed to such content, or if this is affecting our pupils, we will:

- Assess the situation in partnership with the DSL
- Provide age-appropriate education on what pornography is, why children should not view it, how to stay safe online, and who to tell
- Involve parents and provide resources to support conversations at home
- Review our curriculum to ensure it prepares pupils for risks they may encounter

4.6 External Resources and Providers

We use materials from ACET (Association of Christian Teachers), Lovewise, and Thrive Kingdom Wellbeing, as well as NSPCC to support our RSE curriculum.

Why we use these resources:

- Christian ethos that aligns with our values

- Comprehensive coverage of statutory RSE requirements
- Age-appropriate, evidence-based content
- Clearly distinguishes between facts/law and Christian beliefs
- Uses the Bible to inform teaching whilst encouraging critical thinking
- Prioritises safeguarding

5. Roles and Responsibilities

5.1 Governing Body

The Governing Body is responsible for:

- Approving the RSE policy and monitoring its implementation
- Ensuring the school meets its statutory duties regarding RSE
- Ensuring the policy reflects the school's Christian ethos and values
- Reviewing the impact of RSE provision annually with the Head Teacher
- Ensuring sufficient resources are allocated to RSE
- Responding to complaints about RSE in accordance with the school's complaints policy

5.2 Head Teacher

The Head Teacher is responsible for:

- Ensuring the school meets its statutory obligations regarding RSE
- Appointing an RSE Lead with appropriate expertise and seniority
- Ensuring the policy is implemented consistently across the school
- Handling requests from parents to withdraw their child from sex education
- Ensuring staff receive appropriate training and support
- Reporting to Governors on RSE provision and impact
- Ensuring the policy is published on the school website

5.3 RSE Lead

The RSE Lead is responsible for:

- Leading on policy development and review
- Ensuring the RSE curriculum is compliant with statutory requirements and reflects the school's Christian ethos
- Developing a well-sequenced, age-appropriate curriculum
- Monitoring the quality and consistency of RSE teaching
- Coordinating and delivering staff training
- Working closely with the DSL to ensure RSE content aligns with safeguarding priorities
- Leading parent consultation on RSE policy and curriculum changes
- Making curriculum materials available to parents on request
- Liaising with external providers
- Providing regular reports to SLT and Governors

- Working with the SENDCo to ensure RSE is accessible for all pupils
- Managing the RSE budget and resources

5.4 Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- Reviewing RSE content to ensure alignment with KCSIE and the school's safeguarding policy
- Advising the RSE Lead on risk areas to inform curriculum design
- Ensuring staff know how to respond to disclosures during or after RSE lessons
- Monitoring safeguarding disclosures linked to RSE themes
- Providing training to staff on recognising and responding to safeguarding concerns

5.5 Class Teachers and Form Tutors

All staff delivering RSE are responsible for:

- Delivering RSE lessons in accordance with the school's policy and curriculum
- Creating a safe, respectful, and inclusive learning environment
- Following safeguarding procedures and never promising a child confidentiality regarding abuse
- Clearly distinguishing between law, school teaching position, and range of Christian views
- Using the Bible appropriately to inform teaching
- Treating all pupils with dignity and respect
- Modelling healthy, respectful relationships and appropriate boundaries
- Attending RSE training
- Actively challenging everyday sexism, misogyny, homophobia, and stereotypes

5.6 All Staff - Active Challenge of Discrimination

All staff at Bradford Christian School have a responsibility to actively challenge everyday sexism, misogyny, homophobia, stereotypes, and all forms of discrimination (statutory requirement, 2026 guidance).

Staff must:

- Model respectful language and behaviour that challenges stereotypes
- Intervene immediately when they witness discriminatory language or behaviour
- Use teachable moments to address and challenge stereotypes
- Create a culture where pupils feel safe to challenge discrimination
- Report concerns to the DSL and RSE Lead

How to Challenge Effectively:

Staff challenge the ideas, not the person. This means responding calmly, explaining why the language or idea is problematic, helping pupils understand the impact, and providing alternative perspectives.

All staff receive regular training on recognising and challenging sexism, misogyny, homophobia, toxic masculinity, and 'incel' culture.

6. Parental Partnership

6.1 Our Commitment to Partnership

We recognise that parents are the primary educators of their children in matters of relationships and sex education. We are committed to working in partnership with parents.

6.2 Consultation Process

We proactively engage and consult with parents when developing and reviewing our RSE policy and curriculum, including:

- Sharing draft policies and curriculum plans for feedback
- Holding parent information sessions
- Providing opportunities to view curriculum materials
- Gathering feedback through surveys and focus groups
- Consulting parents on whether to teach sex education in primary school - we conducted a parent questionnaire which informed our decision to teach age-appropriate sex education in Years 5 and 6

6.3 Communication and Transparency

We communicate with parents about RSE through:

- Letters and emails notifying parents in advance of specific RSE content
- Making all curriculum materials available on request
- Publishing our RSE policy on the school website
- Providing resources to support conversations at home

6.4 Viewing Curriculum Materials

Parents have the right to view all curriculum materials used in RSE.

To request access: Contact the RSE Lead or school office. We will arrange for you to view materials.

Copyright compliance: When sharing materials, we acknowledge the provider's authorship. Copyright law affects how materials are shared, but will never be used as a reason to refuse to share them.

6.5 Handling Parental Concerns

If you have concerns about RSE:

1. Contact your child's class teacher or form tutor

2. If unresolved, contact the RSE Lead
3. If further escalation is needed, contact the Head Teacher
4. Formal complaints should follow the school's Complaints Policy

7. The Right to Withdraw

7.1 Legal Framework

Parents have the right to request that their child be withdrawn from some or all of sex education.

Parents cannot withdraw their child from:

- Relationships Education (primary)
- The relationships content within RSE (secondary)
- Health Education
- Science curriculum content on reproduction and development

7.2 Primary Schools

Following consultation with parents, Bradford Christian School teaches age-appropriate sex education in Years 5 and 6.

Parents have the right to withdraw their child from sex education lessons in Years 5 and 6.

We must automatically grant a request to withdraw a pupil from sex education in primary school.

7.3 Secondary Schools

Parents have the right to request withdrawal from sex education up to three terms before the child turns 16.

After that point, if the child wishes to receive sex education, we will provide it.

Exceptional Circumstances: School Can Refuse Withdrawal

Bradford Christian School may refuse a withdrawal request in exceptional circumstances (new 2026 provision), for example:

- Safeguarding concerns that mean the pupil needs to receive sex education for their safety
- Specific vulnerabilities that mean sex education is essential for their protection
- Withdrawing the pupil would increase their risk of harm

Process if We Refuse:

- Meet with parents to discuss our concerns
- Document our decision-making process

- Explore alternative approaches where possible
- Inform parents of their right to escalate to the Governing Body
- Review the decision regularly

We will only refuse in exceptional circumstances and will always seek to work in partnership with parents.

7.4 Process for Withdrawal

Step 1: Contact the Head Teacher in writing, stating which aspects of sex education you wish to withdraw your child from.

Step 2: The Head Teacher will arrange a meeting to discuss your concerns, clarify which elements are statutory, explain the benefits of sex education, and explore alternative approaches.

Step 3: If you still wish to proceed, your request will be granted (except for statutory content and except in exceptional circumstances in secondary schools). We will document the withdrawal, inform relevant staff, and make arrangements for your child during these lessons.

7.5 Alternative Arrangements

When a child is withdrawn from sex education:

- They will be provided with appropriate supervision and alternative work
- They will not be isolated or made to feel different
- They will still receive all statutory Relationships and Health Education
- They may overhear conversations or see materials in other contexts

8. Monitoring and Review

8.1 Policy Review

This policy will be reviewed every two years, or sooner if there are changes to statutory guidance, significant safeguarding concerns, or parent/staff feedback indicates a need for review.

Next review due: March 2028

8.2 Monitoring Effectiveness

We monitor effectiveness through:

- Pupil surveys, focus groups, and school council feedback
- Staff surveys and feedback from lesson observations
- Parent surveys and feedback from information sessions
- Monitoring safeguarding disclosures linked to RSE themes

- Reviewing pupil work and tracking progression

8.3 Reporting to Governors

The Head Teacher provides Governors with:

- An annual report on RSE provision and impact
- Updates on curriculum changes and staff training
- Summary of parent and pupil feedback
- Overview of safeguarding patterns linked to RSE
- Recommendations for policy or practice changes

8.4 Continuous Improvement

We are committed to continuous improvement by:

- Acting on feedback from pupils, parents, and staff
- Staying up-to-date with best practice and statutory changes
- Learning from safeguarding incidents
- Adapting our curriculum to address emerging issues
- Investing in staff training and development

9. Appendices

The following appendices provide detailed guidance and resources:

- **Appendix A:** RSE Curriculum Overview by Year Group (Parent view)
- **Appendix B:** Handling Diverse Parental Requests (Staff Guidance Only)
- **Appendix C:** Pastoral Approach to Dating - Implementation Guide (Staff Guidance Only)
- **Appendix D:** Teaching Frameworks for Contentious Topics (Staff Guidance Only)
- **Appendix E:** Parent Communication Templates (Staff Guidance Only)
- **Appendix F:** Staff Training Framework (Staff Guidance Only)

Policy Approval

Formally agreed through Senior leader compliance compliance:	26 June 2026
Signed Jane Prothero – Head Teacher	
Signed Zeilah Chadwick – Chair of Governors	
Review Date:	March 2028

This Policy Should Be Read in Conjunction With:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- SEND Policy
- Equality Policy
- Curriculum Policy