



Relationship and Sex Education Policy

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1.1 Statement of intent

Boston Endeavour Academy are committed to delivering an age-related Relationship and Sex Education Curriculum to enable pupils to learn the responsibilities inherent in relationships and the importance of family. It is essential in enabling pupils to understanding healthy and unhealthy actions, behaviours and relationships – and in enabling them to take action to keep themselves safe.

Revised Department of Education (DFE) statutory guidance stated that from September 2019 all schools must deliver relationship education in primary schools, and sex and relationships education in secondary schools. In July 2025 there was updated guidance emphasising a more skill-based approach focusing on critical thinking, problem solving and digital literacy. The curriculum offer at BEA includes online harms, social influences to reflect modern digital risks as well as misogyny, domestic violence and subcultures. We have a strong emphasis on mental health and emotional wellbeing in RSE and throughout the curriculum and we ensure that all our content celebrates family diversity and is inclusive. The element of personal safety and health and responsibility encompass road, rail and water safety in public places as well as including financial education to prevent financial exploitation. In accordance with the new guidance, we inform our families of the RSE and PHSE content and their right to withdraw children from sex education.

School works closely with parents in the development and provision of RSE content. Parents are involved and informed in several ways including:

- termly knowledge organisers
- workshops to discuss content and share strategies used to deliver good RSE
- information sharing relating to lessons being planned and delivered in school
- sharing lesson content via Class Dojo and Evidence for Learning before and after sessions
- curriculum overviews accessible on the school's website

We continue to develop pathway specific content, approaches and resources so parents have a greater understanding of how RSE is delivered across all our learning pathways.

Parents can access this RSE policy via the school's website. Upon request a copy can be provided by school and shared through discussion with the class teacher.

1.2 Documents that inform the schools RSE policy and provision include:

- Education Act (1996)
- Equality Act (2010)
- Supplementary guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education (Statutory Safeguarding guidance updated 2024)
- Children and social work act (2017)
- The Relationship Education, Relationship and Sex Education and Health Education (England regulations 2019)
- The Equals Relationship and Sex Education Scheme of Work
- The So Safe Programme – Sexual Health and Family Planning Act
- The Sex Factor Handbook – Chailey Heritage School.
- Providing Relationships and Sex Education for Special Learners - NASEN
- The PSHE Planning Framework for SEND – The PSHE Association
- Boston Endeavour Academy Safeguarding policy 2025
- Boston Endeavour Academy Intimate care policy 2025
- Boston Endeavour Academy Curriculum policy 2025

1.3 Context

Boston Endeavour Academy is a learning environment that puts the individual needs of each pupil at the centre of our decisions. Our core values are

- Pupils are our Priority
- Safe and Secure
- Care and Encourage
- Include Adapt Succeed

We promote care, respect and an inclusive environment that celebrates every success. Our intent is preparing for life after BEA. We prepare students for a successful transition to independent or supported adulthood support them in making a positive contribution within their community. We aim for all our pupils to be happy and proud of who they are with relevant life skills that allows them to live as independently as possible.

Boston Endeavour Academy is an inclusive community, and it is our duty under the Equality Act 2010 to ensure that no student is disadvantaged because of a protected characteristic. The school embraces equality and diversity and as such it is important that resources used show the

world in which the learners are growing up. Every pupil should feel that they can recognise themselves and their families within the school environment and the curriculum content. For this reason, issues relating to LGB communities are incorporated within the curriculum rather than just addressed as a standalone aspect. In terms of culture, belief, and religion this topic is handled sensitively and any parent wishing to discuss this further should contact school.

1.4 What is Relationship and Sex Education

Relationships and sex education (RSE) is a part of the broad and balanced curriculum, and provides lifelong learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health – this encompasses learning about healthy and unhealthy actions, behaviours and relationships. We place a great importance on pupils learning how to keep themselves safe and developing a functional understanding of consent and why it is so important.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills, which are particularly important today because of the many different and conflicting pressures on young people.

Effective RSE is essential if young people are to make responsible and well-informed decisions about their lives. It is not delivered in isolation. It is firmly rooted within the framework for PSHE, which lies at the heart of our policy to raise standards and expectations for all students. RSE is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health.

The RSE curriculum is made relevant by being informed by current and national data, and specialist strategies for delivering RSE to students with special educational needs. Teachers of RSE are advised through on-going professional development.

1.5 Aims of the curriculum

The objective of Relationship and Sex Education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Students should understand that they have a right to healthy and appropriate relationships with others.

Attitudes and Values

- I. Learning the importance of values and individual conscience and moral considerations
- II. Learning the value of family life and stable and loving relationships for the nurture of children
- III. Learning the value of respect, love and care
- IV. Exploring, considering, and understanding moral dilemmas
- V. Developing critical thinking as part of decision-making

Personal and Social Skill

- I. Learning to manage emotions and relationships confidently and sensitively
- II. Developing self-respect and empathy for others
- III. Learning to make choices based on an understanding of difference and with an absence of prejudice
- IV. Developing an appreciation of the consequences of choices made
- V. Managing conflict and learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- I. Learning and understanding physical development at appropriate stages
- II. Understanding human sexuality, reproduction, sexual health, emotions and relationships
- III. Learning about contraception and the range of local and national sexual health advice, contraception and support services
- IV. Learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay and the avoidance of unplanned pregnancy

2.1 Roles and Responsibilities

The Head teacher will ensure that:

- All statutory elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed annually. This will be shared with the Local Schools Board (LSB)
- Any parents wishing to withdraw their child from the RSE curriculum will have the opportunity to meet with the Head teacher to discuss the request.
- To ensure that all staff are following the agreed procedures and policy.

The Local School Board will ensure that:

- It considers the advice of the Head teacher when approving this curriculum policy and be informed of current statutory requirements.
- They are assured that the curriculum is being covered in line with the policy and procedures within the school.

Senior leaders will ensure that:

- The PSHE/RSE subject leaders are supported in their role.
- Monitor and review the curriculum with the subject champions.
- Keep up to date with statutory guidance and seek additional advice from external professional where needed.
- Create up to date relevant schemes of learning that are in line with statutory guidance
- Work with the safeguarding team to explore any more bespoke programs of study. As part of our commitment to safeguarding and promoting pupil wellbeing, our school engages with a range of trusted external programmes and resources. These include the NSPCC's Speak Out Stay Safe programme, interactive workshops delivered by the Lincolnshire Stay Safe

Partnership, and sessions led by the Lincolnshire Police Education Team. In addition, we incorporate the SoSafe! resources to support pupils in understanding personal safety, boundaries, and respectful relationships. Together, these initiatives help equip our pupils with the knowledge and confidence to stay safe both in and out of school.

- Quality Assure the teaching and learning of RSE.
- Monitor the delivery and content coverage of the schemes of learning

PSHE/RSE Subject Champion

- Ensure that there is a central resource bank of relevant and engaging resources.
- With support deliver training to staff where needed or redirect individual to additional CPD where relevant.
- Ensure regular moderation and standardisation of learning takes place.

Teaching staff and learning support staff will:

- All staff will be expected to follow the schools professional code of conduct and the guidance within the RSE policy. This includes approaching lessons sensitively and discretely without causing students to be embarrassed and ensure that any humour used is appropriate to the needs and level of understanding of the students so that students do not consider this subject to be a trivial matter.
- Teachers will be expected to seek advice and guidance in advance of any teaching of RSE if they are unsure of any content.
- Teachers will be expected to follow the schemes of learning set out by the PSHE/RSE curriculum.
- Teachers are expected to use the agreed language/Makaton/Widgit symbols set out in the schemes of learning (except for occasions that explore the range of language that can be used for key words).
- Teachers will be expected to make necessary adaptations to the content so that all pupils can access the information and present it in a format that enables them to learn.
- Teachers and teaching assistants will ensure that their answers to questions are given factual (without personal prejudice or opinion) and in line with statutory guidance.
- Teachers and teaching assistants have the responsibility to pass on any safeguarding concerns that come from conversations or observations of students.
- Teachers will contact parents/carers where a student shares something that requires further discussion with home.
- Teachers will work with the PSHE/RSE subject champion, SENCO and safeguarding team for those identified as needing something additional/different or requires a change of group.

Pupils will:

- Participate in the learning in line with the agreed ground rules set out in the beginning of lessons.
- Access learning in a way that suits their individual needs which could be on an individual small group or class basis.
- Be open and honest with parents/carers when discussing issues at home.

Parents and carers will:

- Acknowledge the receipt of the advisory letter and seek advice where necessary on the content being taught through reading policy/website or attending parent workshops.
- Use language that reinforces the learning in school.
- Regularly communicate with school about the content being covered and any concerns raised.
- Share any feedback or changes of behaviour that maybe shared/exhibited before/during or after RSE lessons.

3.1 How is RSE taught at Boston Endeavour Academy?

Boston Endeavour Academy is organised into four curriculum pathways to ensure that the curriculum is delivered effectively to meet pupil's individual needs.

PRE - FORMAL EYFS/Ks1 Sensory Post 16	INFORMAL EYFS/KS1 Play Based Post 16	SEMI – FORMAL EYFS Play Based Post 16	FORMAL Post 16
Profound and multiple learning difficulties	Complex Severe learning Difficulties	Severe learning difficulties	Moderate learning difficulties
<ul style="list-style-type: none"> o Profound and multiple learning difficulties (PMLD) o Multi-sensory impairment o Complex medical / health needs requiring specialist input. o Pupils may have complex mobility / physical difficulties. o Personal / intimate care needs o Require multi-sensory learning environment and approach to learning. o Working within Engagement Model and likely to be for entire time in school 	<ul style="list-style-type: none"> o Complex / severe learning difficulties. o Complex communication needs and differences (e.g. pre-verbal but know some key words, signs, symbols etc. o Significant difficulties with attention and focus o Complex sensory differences and sensory profiles o Emotional regulation difficulties – can express needs/wants/preferences through dysregulation. o Likely to display behaviours of concern when dysregulated 	<ul style="list-style-type: none"> o Severe learning difficulties but getting ready for formal learning. o Emerging knowledge of letter sounds and early number skills. o Attention and focus skills developing. o May have significant information and sensory processing issues. o Expressive and receptive communication difficulties but growing vocabulary. o Retrieval difficulty 	<ul style="list-style-type: none"> o More developed expressive language skills. o May have receptive language and communication difficulties and difficulties generalising /understanding abstract concepts. o May tolerate working in groups but have social difficulties. o Retrieval of information may be difficult.

Pupils are taught the knowledge within their chronological age and adapted to ensure that they can access, learn and remember the content of the subject. The teaching of consent is taught from an early age starting with consent to share a toy or hold hands with a friend through to consent in intimate relationships.

3.2 Early years/Key stage 1, Pre-Formal and Informal

3.3 For **EYFS/KS1**, as well as the **informal and pre-formal pathways**, the focus is on personal learning goals linked to EHCPs (Education, Health and Care Plans), particularly in the areas of social, emotional, mental health, and sensory and physical development. Elements of RSE and PSHE are embedded through play, daily routines, and targeted support and intervention, which are available to all students across pathways.

	EYFS & KS1	PRE-FORMAL AND INFORMAL	SEMI FORMAL AND FORMAL
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Scheme of learning	Working towards the Early year goals	My Body and My Mind Designed by school to meet the needs of pupils complex and profound learning disabilities.	RSHE curriculum Taken from the PSHE association framework and supported by resources from Jigsaw.
Implementation	Most modules are taught in a continuous provision model with some elements of explicit teaching on a 1:1 basis.	Most modules are taught in a continuous provision model with some elements of explicit teaching on a 1:1 basis.	These modules build over key stages to consider the pupils chronological development.
Mental health and wellbeing	<ul style="list-style-type: none"> Self-Confidence and Self-Awareness (PSD) Managing Feelings and Behaviour (PSD) Technology (UtW) 	<ul style="list-style-type: none"> Emotional wellbeing Confidence Life/death and loss. 	<ul style="list-style-type: none"> Mental wellbeing Internet safety and harms
Physical health and wellbeing	<ul style="list-style-type: none"> Health and Self-Care (PD) The World (UtW) 	<ul style="list-style-type: none"> Eating and drinking Dressing and undressing Intimate care/using toilet Cleaning teeth Brushing hair Washing and showering Body parts 	<ul style="list-style-type: none"> Healthy eating Health and prevention First aid People who help us Physical health and fitness
Relationships & sex education	<ul style="list-style-type: none"> Making Relationships (PSD) People and Communities (UtW) 	<ul style="list-style-type: none"> Interaction Community Role of people Relationships (So safe) Public and private (Sex factor) 	<ul style="list-style-type: none"> Body changes Relationships including intimate relationships

3.4 Semi Formal

The RSE (Relationships and Sex Education) and PSHE (Personal, Social, Health and Economic

Education) curriculum follows a one-year cycle to ensure consolidation, deepening of knowledge, and revisiting of misconceptions when necessary.

Topics include:

- Healthy eating
- Healthy routines
- Health prevention
- Mental health
- Fitness and exercise

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Healthy eating	Healthy routines	Health prevention	Mental health	Fitness and exercise	Online safety and wellbeing
KS2	Lunch routines	Dressing & undressing	Dentist	Mindfulness	Move and shake	How much is too much?
KS3	Eating & drinking	Personal hygiene	Doctors & hospital	Emotional literacy	Body types	Safe gaming
KS4	Balanced diet	Personal presentation	Basic first aid	Self esteem	Fitness programs	Social media
Post 16	Shopping	Cleaning & Laundry	Drugs and alcohol	Dealing with stress	Sport and exercise in the community	Online harm

3.5 Formal

The formal follows the same principles as the semi formal and follows a yearly cycle to strengthen, deepen and consolidate knowledge in areas that help to prepare pupils for life after BEA. The strands that support preparation for life in this area of learning include PSHE, RSE, life skills, citizenship, and multimedia.

Key topics covered are:

- Self-safety
- Families and parenting
- Relationships and wellbeing
- Health and responsibility
- Social influence
- Personal safety
- Risk assessment

YEAR CYCLE						
Theme	Self and safety	Families and parenting	Relationships and wellbeing	Health and responsibility	Social influences	Personal safety and risk assessing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 (2025/26)	Understanding emotions and managing them Name and recognise basic emotions Understand how emotions feel in the body Learn simple strategies to calm down	Health and mental wellbeing Understand what makes us feel happy or sad Learn how to care for our minds Explore the importance of kindness and gratitude	Changing adolescent body Name body parts using correct terms Understand that bodies grow and change Learn about private parts and privacy (PANTS rule)	Physical Health & Lifestyle inc. sleep & hygiene Know why we wash our hands before eating and after using the toilet. Understand how brushing teeth keeps our mouths healthy. Learn that bathing helps keep our skin clean and fresh. Recognise that clean clothes help us stay healthy	Gang culture, county lines Learn about safe vs unsafe situations Understand rules at home and school Recognise trusted adults	Health & prevention inc. drugs, alcohol, vaccinations, etc. Learn about medicine safety (only with adults) Understand that some things can be harmful Explore how vaccinations help keep us healthy (basic level)
Year 2 (206/27)	Understanding emotions and managing them Learn how to talk about feelings Use calming techniques (e.g., breathing, counting) Recognise when to ask for help	Health and mental wellbeing Learn how to bounce back from small setbacks Understand that everyone has good and bad days Practice positive self-talk	Changing adolescent body Revisit body privacy and safe touch Understand that everyone's body is different Know who to talk to if something feels wrong	Physical Health & Lifestyle inc. sleep & hygiene Explore how food, water, sleep, and play help us grow Learn about balance and moderation Understand how to care for our bodies	Gang culture, county lines Learn about people who help us (police, nurses, etc.) Understand basic safety in the community Explore how to ask for help if worried	Health & prevention inc. drugs, alcohol, vaccinations, etc. Understand that some substances can be harmful if not used properly. Recognise that household products (e.g., cleaning fluids) can be dangerous and should not be touched without permission. Begin to understand

						that smoking and drinking alcohol are adult choices that can be unhealthy. Know to never touch unknown substances and to tell a trusted adult if they find something unsafe.
Year 3 (2027/28)	Understanding emotions and managing them Identify a range of emotions Learn how emotions affect behaviour Develop strategies to manage feelings	Health and mental wellbeing Understand what mental wellbeing means Learn how to talk about worries Explore activities that support wellbeing	Changing adolescent body Learn about daily hygiene routines Understand the importance of sleep and rest Explore how exercise supports health	Physical Health & Lifestyle inc. sleep & hygiene Learn about daily hygiene routines Understand the importance of sleep and rest Explore how exercise supports health	Gang culture, county lines Understand what makes a safe vs unsafe group Learn how to resist pressure to join in unsafe behaviour Know how and when to seek help (e.g., Childline)	Health & prevention inc. drugs, alcohol, vaccinations, etc. Learn about germs and illness prevention Understand the role of doctors and nurses Explore why vaccinations are important
Year 4 (2028/29)	Understanding emotions and managing them Recognise emotional triggers Practice calming techniques Understand empathy and supporting others	Health and mental wellbeing Learn how to cope with change and more significant setbacks Understand the importance of asking for help Explore positive self-talk and mindset	Changing adolescent body Learn about physical and emotional changes in puberty Understand menstruation and hygiene Explore body confidence and self-care	Physical Health & Lifestyle inc. sleep & hygiene Understand balanced diets and hydration Learn about screen time and digital balance Explore how habits affect long-term health	Gang culture, county lines Identify feelings like comfort, discomfort, nervousness, or fear. Understand that our feelings can help us know when something is wrong. Learn to trust their "gut feeling" when something	Health & prevention inc. drugs, alcohol, vaccinations, etc. Understand that some substances can be harmful Learn about medicine safety Recognise the risks of smoking and alcohol

					<p>doesn't feel right.</p> <p>Recognise that people can influence our choices (friends, media, adults).</p> <p>Understand that we are responsible for our own actions.</p> <p>Begin to explore how to make independent, safe decisions.</p>	
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3.6 Intervention

Where appropriate, certain cohorts of students are streamed in PSHE/RSE based on their level of knowledge and maturity, this is reviewed before RSE is taught to ensure students are receiving a personalised program of study.

In most instances will contain a mixture of boys and girls of similar maturity. Where appropriate single sex groups and individuals can be taught separately when individual needs are highlighted.

Where specific needs are identified bespoke series of RSE/PHSE lessons are planned and delivered. This is supported by the school's Inclusion/well-being team.

In addition to the curriculum, we have external workshops and partnerships that support the curriculum offer.

NSPCC- Speak Out Stay Safe 2024/25 and 2025/26		
Sessions	Dates	Classes
<p>Introduction Assembly</p> <p>Session 1: meet buddy and start on the key themes.</p> <p>Session 2: Mo's story about physical abuse and bullying.</p> <p>Session 3: Guy's story about emotional abuse and speaking out skills.</p> <p>Session 4: Ali's story about sexual abuse.</p> <p>Session 5: Sam's story about neglect.</p> <p>Session 6: Recap and ending the sessions.</p>	<p>Completed Summer Two 2025</p> <p>To complete Summer 2026</p>	<p>Atlantis</p> <p>Enterprise Atlantis</p>

Stay Safe Partnership Workshops 2025/2026		
Name of Workshop	Date	Classes
Healthy Relationships- Booking confirmed	27/03/2025	Enterprise Atlantis Challenger
Online Safety- Booking confirmed	13/03/2025	Enterprise Atlantis Challenger
Knife Crime or Emotions into violence (KS4/KS5)- Awaiting date	Awaiting date	Enterprise Atlantis Challenger
Hate Crime and Antisocial Behaviour- Awaiting date	Awaiting date	Enterprise Atlantis Challenger
Drug and Alcohol Awareness-	Awaiting date	Enterprise Atlantis Challenger
Gang recruitment or Hate Crime (KS3)	Awaiting date	Enterprise Atlantis Challenger
Fire Safety	Fire Safety	Enterprise Atlantis Challenger

Youth Engagement Police Workshops and/or visits 2025/2026		
Name of Workshop	Date	Classes
Visit to The Happening Immersive Experience	Awaiting date	Enterprise Atlantis Challenger Class as appropriate
Gang Recruitment and Emotions into Violence workshops		Enterprise Atlantis Challenger Class as appropriate

Haven Domestic Abuse Service	
Content	Classes
The workshop is aimed at primary age pupils so I thought this would be suitable for your classes. It covers	Enterprise Atlantis Challenger

<ul style="list-style-type: none"> • What is domestic abuse • Engaging videos • Activities around healthy and unhealthy relationships • When it is ok and when it is not ok to keep a secret • Where young people can go for help and support if needed 	
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Interventions for Individual Pupils	
Lower School	Upper School
As part of our commitment to safeguarding and age-appropriate education, we use the NSPCC's Pantosaurus story and associated resources to help younger pupils understand the importance of body safety. Through engaging storytelling, songs, and interactive activities, Pantosaurus teaches children that their body belongs to them, and they have the right to say no to unwanted touch. The resources are designed to be accessible, memorable, and empowering, helping children to speak out and stay safe in a way that is both fun and reassuring.	SoSafe! is a visual teaching tool designed to help learners develop their understanding of personal relationships and communication. Through structured visuals and clear frameworks, it empowers pupils to recognise and manage safe and respectful interactions. The resource supports learners in building the skills needed to express boundaries, understand consent, and navigate social situations with confidence and clarity. It is particularly effective in promoting independence and safeguarding awareness across a range of educational settings.

4.1 Assessment and Reporting on Learning

Adults capture progress through observations and record this on Evidence for learning. Where there are identified gaps in knowledge or pupils have a contextual safeguarding needs this will be supported through the intervention program.

Post 16 students will be working towards with AQA/NCFE units that are appropriate and applicable to the topics being covered.

5.1 Staff Professional Development

All staff are trained at the beginning of each academic year in the most up to date Keeping Children Safe in Education (KCSIE) guidance and additional on-line child protection training through Lincolnshire Safeguarding Children Board (LSCB). To ensure staff remain informed and confident in safeguarding practices, supplementary training and knowledge are provided through a range of ongoing initiatives. These include monthly safeguarding bulletins, interactive staff quizzes, and targeted training sessions tailored to emerging issues or specific contextual needs. This proactive approach supports a culture of vigilance, continuous learning, and shared responsibility for pupil safety and wellbeing.

In addition, the PSHE and RSE subject champion attends relevant training and external moderation throughout the year. Teachers have regular updates on the RSE guidance and share good practice.

6.1 Ground Rules

During sensitive lessons, staff will be expected to put a private sign on the door which allows the group to understand the important and sensitive nature of the lesson without interruptions from visitors. Equally any sensitive information around the room needs to be sensitively placed away when not being used so that other pupils, where this content may not be appropriate, do not come in to contact with it.

At the beginning of every lesson the teacher will ensure that all pupils are clear on expectations within the lesson which will have been agreed with the whole group at the beginning of the topic.

Questions of a sensitive nature or any that are left unanswered need to be addressed at an appropriate time with the pupil or pupils understanding this will happen. For pupils who can ask questions but not feel comfortable doing so in the group environment a question box will be introduced. Pupils can post questions anonymously which will enable their questions to be addressed in a group environment and for learning to facilitate both through and with the group members.

In some cases, it may be appropriate for parents to be informed of questions that pupils may ask that fall outside of the expectation of that pupils perceived maturity. However unexpected /unanticipated content being shared by a pupil may raise possible Safeguarding concerns. If this is the case teacher should discuss the matter with the School's Safeguarding leads prior to contacting parents.

6.2 Confidentiality and Child Protection

Should any topic be raised by a student that is not part of the lesson the member of teaching staff will discuss with the student outside of the lesson time.

If there are any concerns for the student safety, then the safeguarding team will be informed immediately, and parents/carers or other organisations will be contacted if it was felt necessary in line with our safeguarding policy.

6.3 Safe Practice

Across our school we have a very wide range of age, ability and need. Due to this wide range, we recognise that pupils require clear and consistent information that is differentiated to those needs.

As young people develop, they will explore their understanding of their own bodies which is a natural development stage however, it is our duty along with parents and carers to ensure that all pupils are taught about appropriateness in public and private situations.

In all areas of the school and always staff are trained to respond in all cases to the following incidents in a way that ensures the dignity and privacy of pupils whilst ensuring there is limited impact on the pupil and others around them.

If pupil's exhibits behaviours in crisis or in curiosity that include removing clothing, exposing private areas, engaging in self-soothing strategies, attempting touch of self or others, staff will respond in the following ways depending on the level of understanding of the pupils.

For those with a higher level of understanding

- Remind pupils of personal boundaries

- Remind pupils that these behaviours are not appropriate in a public place
- Remind pupils about appropriate touch and personal space
- Provide verbal or visual cues to stop the pupils in their current presentation.
- If a pupil does not respond to the verbal cues, then the remaining pupils will be removed from the area until the situation is resolved.
- Parents/carers will be informed by phone and where necessary further intervention will be provided such as inclusion/wellbeing team intervention using resources such as social stories.

For those with lower cognitive functioning and more complex needs

- Clear and concise visual and verbal request to stop.
- Transition to a more appropriate space such as toilets/black out tents or ~~secluded~~ safe space reinforcing the message of private behaviour in a private space /removal of other pupils from the area if possible or screen the pupil being supported.
- Strategies will include distraction and clear communication systems.
- Where necessary adults who know the pupil best will also support with any care needs.
- Providing motivating activities and or objects to redirect pupils back into the classroom environment where necessary.
- Parents/carers will be informed by phone and where necessary further intervention will be provided such as inclusion/wellbeing team intervention using resources such as social stories and exploration of sensory needs.

In all cases school will work with parents to ensure that a consistent language and approach is used so that students are provided with clear information and responses.

7.1 Parental Concerns and Withdrawal of Pupils

Parents can no longer withdraw their child from Relationships Education, or any element of sex education that is covered within the national curriculum subject Science. Neither can children be withdrawn from health education which includes learning about puberty. Parents do have the right to withdraw their child from Sex Education content of RSE. This request should be made in writing to The Headteacher expressing the reasons withdrawal should be considered.

Boston Endeavour Academy works in partnership with parents/carers and this includes making available long-term planning to be aware of content coverage, sharing medium term planning to make parents aware of objectives and coverage prior to lesson delivery, and sharing lessons and approaches via the online platform Evidence for Learning. Parents are also invited to engage in meetings to share the content of RSE across the pathways and to develop their understanding of how the subject is delivered e.g. So Safe, Sex Factor.

8.1 Dissemination of the Policy

The RSE policy will be presented to Governors/SLT and then to school staff. A copy of the RSE policy will be available on the school's website. Parents can request a hard copy of the RSE policy.

8.2 Policy Ownership and parent consultation

This policy will be a living document and will be periodically updated and reviewed in line with the statutory requirements. Ultimate responsibility and introduction and implementation will rest with the federated governing body and Head teacher however it is important to remember that all staff, pupils and parents have an active part to play in the evolution, development and maintenance of this policy. Parents will be provided with a consultation period for any significant changes to the policy