Boston Endeavour Academy **Relationship and Sex Education Policy**
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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) statuary guidance stated that from September 2019 all schools must deliver relationship education in primary schools, and sex and relationships education in secondary schools. The school continually reviews its provision against the most up-to-date Department for Education guidance and emerging safeguarding priorities. 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 2026)
- 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 2026/2027
- Boston Endeavour Academy Intimate care policy 2026/2027
- Boston Endeavour Academy Curriculum policy 2026/2027

1.3 Context

At Boston Endeavour Academy our school Ethos is, Build. Empower. Achieve. Our Values use the acronym CREW for **Care Respect Encourage and Work Together** . Our intent is: Together as a CREW we build through care and respect , empower through encouragement and achieve by working together so every child belongs thrives and is ready for life.

We promote care, respect and an inclusive environment that celebrates every success. 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 handed 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.

Pupils are taught about child-on-child abuse, including bullying, sexual harassment, inappropriate sexualised behaviour, online abuse and harmful sexual behaviour. Learning is delivered in a developmentally appropriate way and emphasises the importance of seeking support from trusted adults.

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

V. Pupils will learn to recognise healthy, unhealthy, exploitative, coercive and controlling behaviours within friendships, family relationships and intimate relationships. They will learn how and where to seek support if they feel unsafe or worried.

VI. Pupils will also develop an understanding of factors that contribute to healthy lifestyles, including nutrition, exercise, sleep, emotional wellbeing and the risks associated with smoking, vaping, alcohol and drugs.

VII. Boston Endeavour Academy teaches about protected characteristics in an age-appropriate and developmentally appropriate manner. Pupils learn that families and relationships may look different and that all people should be treated with dignity and respect. Teaching reflects the Equality Act 2010 and supports pupils to understand diversity, inclusion and mutual respect.

VIII. Teaching includes online relationships, image sharing, consent in digital environments, misinformation, manipulated media and emerging technologies that may affect personal safety and wellbeing.

IX. Health education includes learning about smoking, vaping, alcohol, medicines and other substances, including associated health risks and strategies to resist social pressure.

X. Consent is explicitly taught through all pathways using developmentally appropriate approaches. This includes recognising personal boundaries, respecting the choices of others, seeking permission, understanding bodily autonomy and recognising when consent can be given, withdrawn or not given.

xi. All pupils will receive age-appropriate learning about puberty, menstruation and body changes. Teaching will promote dignity, reduce stigma and ensure pupils know where to access support and practical resources.

1.6 Safeguarding Through RSHE

RSHE makes a significant contribution to safeguarding at Boston Endeavour Academy. Through planned, progressive teaching, pupils develop the knowledge, skills and confidence needed to:

- recognise safe and unsafe situations;
- understand personal boundaries and consent;
- identify trusted adults;
- seek support when worried;
- recognise exploitation, abuse and manipulation;
- stay safe online and offline;
- develop healthy relationships.

The curriculum is informed by local safeguarding priorities, pupil needs, emerging risks and contextual safeguarding concerns.

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 statuary 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:

- Keep up to date with statuary guidance and seek additional advice from external professional where needed.
- Create up to date relevant schemes of learning that are in line with statuary 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
- 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 adaptions 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 statuary 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**
○ Profound and multiple learning difficulties (PMLD) ○ Multi-sensory impairment ○ Complex medical / health needs requiring specialist input. ○ Pupils may have complex mobility / physical difficulties. ○ Personal / intimate care needs ○ Require multi-sensory learning environment and approach to learning. ○ Working within Engagement Model and likely to be for entire time in school	○ Complex / severe learning difficulties. ○ Complex communication needs and differences (e.g. pre-verbal but know some key words, signs, symbols etc. ○ Significant difficulties with attention and focus ○ Complex sensory differences and sensory profiles ○ Emotional regulation difficulties – can express needs/wants/preferences through dysregulation. ○ Likely to display behaviours of concern when dysregulated	○ Severe learning difficulties but getting ready for formal learning. ○ Emerging knowledge of letter sounds and early number skills. ○ Attention and focus skills developing. ○ May have significant information and sensory processing issues. ○ Expressive and receptive communication difficulties but growing vocabulary. ○ Retrieval difficulty	○ More developed expressive language skills. ○ May have receptive language and communication difficulties and difficulties generalising /understanding abstract concepts. ○ May tolerate working in groups but have social difficulties. ○ 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. Consent is taught progressively throughout all curriculum

pathways. Pupils learn about personal boundaries, bodily autonomy, seeking permission, respecting the choices of others and recognising when consent can be given, withdrawn or not given. For informal and semi-formal learners, this also links strongly to safeguarding and personal care routines.

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
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	• Self-Confidence and Self-Awareness (PSD) • Managing Feelings and Behaviour (PSD) • Technology (UtW)	• Emotional wellbeing • Confidence • Life/death and loss.	• Mental wellbeing • Internet safety and harms
Physical health and wellbeing	• Health and Self-Care (PD) • The World (UtW)	• Eating and drinking • Dressing and undressing • Intimate care/using toilet • Cleaning teeth • Brushing hair • Washing and showering • Body parts	• Healthy eating • Health and prevention • First aid • People who help us • Physical health and fitness
Relationships & sex education	• Making Relationships (PSD) • People and Communities (UtW)	• Interaction • Community • Role of people • Relationships (So safe) • Public and private (Sex factor)	• 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 Curriculum follows a four-year cycle in Key Stage 2, a three-year cycle in Key Stage 3 and a two-year cycle in Key Stage 4. This cyclical approach enables pupils to strengthen, deepen and consolidate their knowledge, skills and understanding in areas that support preparation for life beyond BEA. The curriculum strands that contribute to this area of learning include PSHE, Relationships and Sex Education (RSE), Life Skills, Citizenship and Multimedia.

Key topics covered are:

- Friendships and Communication
- Families and Healthy Relationships
- Personal Boundaries, Privacy and Consent
- Attraction and Intimacy
- Online Safety and Exploitation
- Sexual Health, Reproduction and Informal Choices.

RSE LONG TERM PLAN						
Terms	**AUTUMN 1**	**AUTUMN 2**	**SPRING 1**	**SPRING 2**	**SUMMER 1**	**SUMMER 2**
Topics	**Friendships and communication**	**Families and healthy relationships**	**Personal boundaries, privacy and consent**	**Attraction and intimacy**	**Online safety and exploitation**	**Sexual health, reproduction and informed choices**
KS2						
Year 1	Starting and keeping friendships	Different families and caring adults	My body, space and permission	Care, closeness and appropriate affection	Safe and unsafe online contact	How families grow: simple reproduction awareness
Year 2	Kind words, listening and turns	Family roles and support	Private body parts and saying no	Affection, privacy and safe touch	Online friendship and keeping contact safe	Human reproduction and questions
Year 3	Friendship problems and repair	Trust and healthy relationships	Consent can change; trusted adults	Growing feelings and crushes	Secrecy, grooming and asking for help	Basic conception and pregnancy knowledge
Year 4	Maintaining friendships and trust	Changes in family relationships	Respecting privacy and personal boundaries	Relationships and appropriate affection	Sharing images and recognising manipulation	Reproduction and reliable information
KS3						
Year 1	Communicating relationship needs	Recognising healthy relationship qualities	Consent and freedom from pressure	Attraction, dating and readiness	Grooming, sextortion and fake identities	Sexual health, pregnancy and prevention
Year 2	Respectful disagreement and repair	Unhealthy relationship warning signs	Sexual consent and the law	Intimacy, sexual choices and readiness	Intimate images, deepfakes and reporting	Contraception, STIs and accessing advice
Year 3	Recognising supportive friendships	Power, respect and relationship support	Consent, pressure and sexual harassment	Respect, sexual expectations and choice	Sexual harassment and exploitation online	Contraception choices and STI prevention
KS4						
Year 1	Relationship communication and expectations	Coercive control in relationships	Consent and power imbalances	Intimate relationships and mutual respect	Online coercion, stalking and image abuse	Pregnancy decisions and confidential support
Year 2	Maintaining adult relationships	Supportive partnerships and separation	Autonomy, capacity and seeking support	Commitment, intimacy and relationship decisions	Responding to exploitation and finding support	Sexual healthcare and informed adult choices

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 utilise a range of external programmes, workshops and partnerships to enhance and support our RSHE provision.

These include the NSPCC Speak Out Stay Safe programme and workshops delivered by the Lincolnshire Stay Safe Partnership, primarily for pupils in Year 7 and above who are accessing the Semi-Formal and Formal pathways, where appropriate.

For younger pupils, we use the NSPCC Pantosaurus resources as part of our commitment to safeguarding and age-appropriate education. Through engaging stories, songs and interactive activities, Pantosaurus helps children understand that their body belongs to them, recognise safe and unsafe touch, and know how to seek help from a trusted adult. The resources are designed to be accessible, memorable and empowering, supporting pupils to develop an understanding of personal safety and encouraging them to speak out if they are worried.

These additional opportunities complement the curriculum and reinforce key messages around

relationships, safety, consent, personal boundaries and wellbeing.

4.1 Achievement 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 AQAunits that are appropriate and applicable to the topics being covered.

Achievement within RSHE focuses on pupils' knowledge, understanding, personal development and application of safety skills. Evidence may include observations, discussions, practical demonstrations, work samples, photographs and Evidence for Learning records. Achievement information is used to celebrate progress and inform future planning.

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 ques to stop the pupils in their current presentation.
- If a pupil does not respond to the verbal ques, 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 pupils with more complex learning, communication or developmental 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

Appendix i

Dear Families,
RSHE Curriculum 2026-2027
At Boston Endeavour Academy, we believe that Personal Development and Relationships, Sex and Health Education (RSHE) are vital elements of preparing our pupils for life beyond school. Through our curriculum, pupils develop the knowledge, skills, confidence and understanding needed to build positive relationships, manage their emotional and physical wellbeing, stay safe, make informed decisions and prepare for adulthood.
As a specialist SEND school, we recognise that our pupils have a wide range of strengths, needs and experiences. Our RSHE curriculum is therefore carefully designed and adapted to ensure that learning is accessible, meaningful and relevant at every stage of a pupil's development. Learning is delivered through practical activities, visual supports, structured discussion, repetition, real-life experiences and personalised approaches which enable pupils to develop and apply important life skills both in school and beyond.
Following the publication of the Department for Education's updated Relationships, Sex and Health Education (RSHE) guidance, we have reviewed and updated our RSHE curriculum to ensure it remains ambitious, age-appropriate, responsive and relevant to the needs of our pupils.
At Boston Endeavour Academy, the content of our RSHE curriculum is carefully adapted to meet pupils' ages, developmental stages and individual needs. All pupils are supported to develop the knowledge, skills and understanding needed to:

- Stay physically and emotionally healthy
- Build positive relationships
- Keep themselves safe
- Understand and manage feelings and emotions
- Develop confidence and self-esteem
- Become active members of their community
- Prepare for greater independence and adult life

The curriculum covers a broad range of important topics, including:

- Understanding and managing emotions
- Developing self-esteem, confidence and resilience
- Healthy friendships and relationships
- Personal safety and safeguarding
- Physical health and healthy lifestyles
- Consent, personal boundaries and seeking support
- Equality, diversity and inclusion
- Online safety and digital citizenship
- Careers education and employability skills
- Financial awareness and money management
- Independent living skills
- Community participation and citizenship

- Preparation for adulthood

Teaching focuses on helping pupils recognise positive, respectful and healthy relationships, develop self-respect and respect for others, and understand how to seek help and support when something does not feel right.
The curriculum also reflects emerging safeguarding priorities and equips pupils with the knowledge and skills needed to navigate an increasingly complex world. This includes learning about:

- Harmful online content and online influences
- Social media and healthy online relationships
- Artificial intelligence and manipulated online content
- Sharing information and images safely online
- Financial exploitation and scams
- Healthy and unhealthy relationship behaviours
- Violence against women and girls
- Recognising risk and seeking help

Our curriculum is inclusive and delivered in accordance with the Equality Act 2010. We aim to create a safe, supportive and respectful learning environment where every pupil feels valued, understood and empowered to thrive both within school and beyond.
RSHE is delivered through timetabled lessons and enriched through assemblies, themed events, educational visits, visiting professionals, community activities and Preparation for Adulthood opportunities throughout the year.

Family Consultation

Working in partnership with families is extremely important to us. We are committed to being open and transparent about our Personal Development and RSHE curriculum and welcome opportunities to discuss any aspect of the content delivered to pupils.
Information about the curriculum, including our RSHE policy and curriculum overview, is available on the school website. Families are also welcome to request access to view curriculum materials used to support teaching.
Whilst the curriculum is informed by statutory requirements, safeguarding responsibilities and the identified needs of our pupils, feedback from families remains an important part of our ongoing review process. We encourage you to contact us with any questions, comments or feedback.

Relationships, Sex and Health Education (RSHE)

Relationships, Sex and Health Education forms an important part of our curriculum offer.
We believe that all pupils should receive accurate, accessible and age-appropriate information to help them understand healthy relationships, personal safety, physical and emotional wellbeing, and the changes that occur as they grow and develop. This learning supports pupils to develop healthy attitudes, recognise risk, understand consent and boundaries, and make informed choices.
As a SEND school, we recognise that some pupils may require additional support, repetition, visual resources and personalised approaches to access learning successfully. Teaching is planned carefully to reflect pupils' developmental stage, communication needs and individual understanding whilst maintaining high expectations and ensuring that all pupils receive their entitlement to RSHE.
We recognise that families are the primary educators of their children and that effective RSHE works best when schools and families work together. Our curriculum aims to complement and support conversations taking place at home and is delivered within a safe, sensitive and supportive environment.
Under current legislation, parents have the right to request that their child be withdrawn from some or all of the Sex Education elements of RSHE. However, there is no right to withdraw from Relationships Education or Health Education, both of which are statutory for all pupils.
If you would like to discuss the Sex Education content within your child's curriculum or are considering requesting withdrawal from eligible lessons, please contact the school. We would welcome the opportunity to discuss any questions or concerns before a decision is made.

Families should also be aware that, in line with statutory guidance, a pupil who has been withdrawn from Sex Education may, from three terms before their 16th birthday, request to receive Sex Education themselves. In such circumstances, the school will work with the pupil and their family in accordance with statutory guidance.
Where a pupil is withdrawn from Sex Education lessons, suitable alternative learning activities and supervision arrangements will be provided. Please note that any withdrawal request applies only to the current academic year and must be renewed should parents wish it to continue in future years.
We hope that you find this information helpful. If you have any questions about our RSHE curriculum, please do not hesitate to contact the school.