



**Five  
Rivers®**

Relationship & Sex  
Education  
Policy & Procedure  
Endeavour House  
School

***'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'***

Policy Owner	Ann Marie Allen
Authoriser	Head of Education
Date of Original Issue	September 2020
Date of Last Review	July 2021
Date of Next Review	July 2022
Version	V2

**© Five Rivers Child Care Limited [2015], All Rights Reserved.**

**The content of this policy is protected by the copyright laws of England and Wales and by international laws and conventions. No content from this policy may be copied, reproduced or revised without the prior written consent of Five Rivers Child Care Limited. Copies of content may be saved and/or printed for use in relation to the business and affairs of the Company only.**

# Contents

1. Aims .....	2
2. Statutory requirements .....	2
3. Policy development .....	3
4. Definition .....	3
5. Curriculum .....	3
6. Delivery of RSE .....	4
7. Roles and responsibilities .....	4
8. Parents' right to withdraw .....	5
9. Training .....	5
10. Monitoring arrangements.....	5
Appendix 1: Curriculum map .....	7
Appendix 2: By the end of primary school pupils should know .....	8

---

## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

As a school we understand the nature of our pupils and the trauma they have encountered, therefore, our pupils have a very negative and misunderstood view of relationships. Based on this knowledge, we implement a therapeutic approach to teach our pupils about appropriate, trusting, and worthwhile relationships and how this can be developed in our lives.

## 2. Statutory requirements

As an independent special school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Endeavour House School, we teach RSE as set out in this policy.

We must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Endeavour School, we teach RSE as set out in this policy.

All work planned and delivered is funded by each pupil's pupil premium. This allows the teaching staff at Endeavour School to provide the most effective/appropriate lessons that fully encompasses the RSE approach, from a therapeutic perspective.

### 3. Policy development

This policy has been developed in consultation with staff, pupils and carers of each of our pupils. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Carers/stakeholder consultation – carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made; the policy was shared with SLT and ratified

### 4. Definition

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information and exploring issues and values.
- RSE is not about the promotion of sexual activity.

### 5. Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with SLT, carers, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

Primary sex education will focus on:

- Preparing boys for the changes that adolescence brings why just boys?
- How a baby is conceived and born – why just this if primary sex education is the aspects of science – animals and humans

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

At Endeavour House School, RSE is taught within the school's curriculum. It is mainly wrapped around the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in pupil voice sessions, assemblies and council meetings.

Pupils also receive personalised sex education sessions delivered by their key workers within the care home, if and when necessary.

At Endeavour House, Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- › Families and people who care for me
- › Caring friendships
- › Respectful relationships
- › Online relationships
- › Being safe
- › Puberty

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7. Roles and responsibilities

### 7.1 The governing board

The education SLT of Five Rivers will review and approve the RSE policy and hold the headteacher to account for its implementation.

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the headteacher.

### 7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

### 7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE

- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Within School, the following members of staff are responsible in the delivery of RSE:

- All teachers – Teaching PSHE across all year groups
- All teachers– Teaching puberty across KS1/KS2 science (Biology).
- Ann Marie Allen – Headteacher, oversees the delivery of RSE. Is also in charge of delivering key topics/discussions during pupil voice sessions. This includes assemblies and student council meetings.

## 7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 8. Carers' right to withdraw

Carers do not have the right to withdraw their children from relationships education. Due to the nature of our pupils and their past experiences, sex education is not explicitly taught within curriculum, except in Science (Biology - Puberty). The focus is on developing our pupils' understanding of relationships through PSHE, Assemblies and Council Meetings.

Carers have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing and sent to the headteacher of the school. This will then be shared with education SLT, then discussed with the head of the care home.

Alternative work will be given to pupils who are withdrawn from sex education (if needed).

## 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also consult with the company clinical services, in delivering key sessions relating to RSE.

## 10. Monitoring arrangements

The delivery of RSE is monitored by the headteacher through the QA calendar, which includes:

- Planning Scrutiny
- Work Scrutiny
- Supervisions

- Appraisals
- Lesson and Peer Observations

Pupils' development in RSE is monitored by class teachers and the head teacher, as part of our internal assessment systems.

This policy will be reviewed by the headteacher every three years. At every review, the policy will be approved by the headteacher and the SLT education sector.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

---

The information and plans below are based on a 2-year rolling plan which can be assessed/reviewed upon request. The map below is very vague, due to the nature of our pupils, as interventions may need to be issued, depending on the young person.

GROUP	YEAR	TOPIC/THEME DETAILS	RESOURCES
KS1 / KS2  PSHE	2 -6  Depending on the need and maturity of the pupils.	See Appendix 2, as all the areas will be covered over a 2-year period.	Vary depending on the topic. All resources are stored within the school building. All external resources are rented/purchased prior to the SOW being taught.
KS1 / KS2  Science – Biology	2-6  Depending on the need and maturity of the pupils.	My changing body: <ul style="list-style-type: none"><li>• How boys' and girls' bodies change as we grow up, and how these changes affect us</li></ul>	All resources have been purchased and are stored within the school building.

**Appendix 2: By the end of primary school pupils should know**

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



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

