



MacIntyre Academies Endeavour Academy

Relationships and Sex Education (RSE) Policy

Version	Purpose/ Change	Responsibility	Date
V4	LGBT+ now includes LGBTQ+ Removal of OCC Special Schools RSE scheme of work Section 5: included that all pupils do an ASDAN in Relationships. Section 5: included reference to the support of the Therapies Team Section 5: removed detailed list of areas covered Section 7.3: reallocation of duty from Deputy Principal to Assistant Principal Section 8: revised content in line with current guidelines Appendix 3 now reads Appendix 1.	Principal	May 2025

Person responsible:	Deputy Principal
Type of Policy	Statutory
Adopted by MAT Board:	Nov 2019
Implemented:	Nov 2019
Date reviewed:	May 2025
Date of next review:	May 2027

1. Introduction

At Endeavour Academy we are committed to providing a broad and appropriate curriculum that prepares our students and young people for life beyond Endeavour. Part of our curriculum offering is the provision of relationships, sex and health education, (RSE)

The aims of relationships and sex education (RSE) at Endeavour academy are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare and support pupils through puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help students to develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships including LGBTQ+.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Establish a clear understanding for all staff to promote a synchronized approach for students with SEND.
- As Endeavour is a Special School, it recognizes that it has a sensitive role to play with regards to RSE. Pupils with complex needs will generally require more support in coping with the physical and emotional aspects of growing up. To this end we teach RSE both explicitly on an individual basis and it is embedded into the 4 areas of our curriculum.

2. Statutory requirements

This policy meets the 2020 statutory requirement to have a written statement of provision which is freely available to parents, [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/relationships-and-sex-education-rse-and-health-education).

As an academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017, [Children and Social Work Act 2017 - Social Work England](https://www.gov.uk/government/legislation/children-and-social-work-act-2017)

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, [Education Act 1996 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1996/403).

In teaching RSE, we have regard for FGM, [Multi-agency statutory guidance on female genital mutilation - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation)

In teaching RSE we must be aware of any changes to the Keeping Children Safe in Education document and implement any changes into our practice if linked to the delivery of RSE, [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)

3. Definition

RSE is about giving students and young people the information they need to help they develop healthy, nurturing relationships of all kinds, not just intimate relationships. It is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, physical health, mental health, sexuality, healthy lifestyles, diversity, personal identity and personal safety.

RSE involves a combination of sharing information, and exploring issues and values.

RSE does not encourage early sexual experimentation and does not promote sexual activity.

4. Curriculum

We have developed the RSE curriculum in consultation with parents, pupils and staff, considering the age and cognitive abilities of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. RSE forms part of the wider curriculum with the intent to help prepare students and young people for adulthood.

5. Delivery of RSE

RSE is taught within all four areas of our curriculum: Wellbeing, Independence, Social Skills and Knowledge, Skills and Understanding. All pupils complete an ASDAN in relationships.

Pupils can also receive 1:1 support that is tailored to their needs and is discussed with the parents/carers of individual students as their understanding/need differs greatly. This support package can be delivered by a trained health/educational professional or one of the Therapies team.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships.

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- Self-awareness
- Familiar people
- Others around me
- Friendship
- Our bodies
- Public and Private
- Understanding changes
- My feelings
- Consent
- Different relationships
- Keeping safe online

For young people with a higher level of understanding, relationships education may also include:

- Healthy and unhealthy relationships
- Sexual relationships
- Pregnancy
- Romantic partners

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, LGBTQ+ 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: Children We Care For (Looked After Children) or Young Carers).

6. Training

Staff are trained in all aspects of Safeguarding and topic-specific RSE training is provided when a need is identified.

The Senior leadership Team will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE

7. Roles and responsibilities

7.1 The Trust Board and the Local Authority Board (LAB)

The Trust Board and the LAB will approve the RSE policy, and hold the Principal to account for its implementation.

7.2 The Principal

The Principal ensures that statutory requirements are met and policy is scrutinised and approved by the LAB and Trust Board.

The Principal reviews the policy on regular basis.

7.3 Assistant Principal

The Assistant Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE.

7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students

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 Principal.

7.5 Students

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

8. Parents right to withdraw

Primary:

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory and non-science curriculum components of sex education within RSE. Requests for withdrawal should be put in writing to the Principal. Alternative work will be given to learners who are withdrawn from sex education.

Secondary: (incl Post 16):

Parents and Carers have the right to withdraw their children from the non-statutory and non-science curriculum components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to learners who are withdrawn from sex education. All parents who withdraw their child from RSE will in the first instance be offered an appointment with the Assistant Principal responsible for PSHE to seek a resolution.

9. Monitoring arrangements

The delivery of RSE is monitored by the Assistant Principal through:

- planning scrutiny
- learning loops and Quality of Education activities.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

Changes at previous reviews:

Version	Purpose/ Change	Responsibility	Date
V2	Policy review date and frequency aligned. Term 'pupil' amended to 'student' throughout. Section 3. Other policies and documents section updated	Principal	Jul 2020
V3	Introduction paragraph added Additional aim added Statutory guidance updated Definition and deliver paragraph enhanced Training added	Deputy Principal	May 2023

Appendix 1: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	