



Relationships, Sex, and Health Education (RSHE) Policy

Joanna Gardner
Head of Education

Relationships, Sex, and Health Education (RSHE) Policy

The Ferry Centre

Detail	Information
School Name	The Ferry Centre
Head of School	Jo Gardner
Proprietor	Will Harvey
Student Capacity	16 pupils
Age Range	5 – 14 years (Key Stages 1, 2, and 3)
Designation	Specialised Provision for Social, Emotional, and Mental Health (SEMH)
Policy Date	June 2026
Implementation Date	1 September 2026
Review Cycle	Annual (Next Review: June 2027)

1. Introduction and Core Purpose

At The Ferry Centre, we recognise that high-quality Relationships, Sex, and Health Education (RSHE) is a vital safeguarding tool. It is central to our mission to support the moral, social, mental, and physical development of our pupils.

Our student cohort comprises 16 vulnerable children aged 5 to 14 who experience complex Social, Emotional, and Mental Health (SEMH) needs. Many have experienced trauma, attachment disruptions, or adverse childhood experiences (ACEs).

This policy ensures that RSHE is taught safely, sensitively, and with absolute clarity, prioritising emotional regulation, clear personal boundaries, and the prevention of exploitation.

2. Statutory Framework and Ofsted Compliance

This policy complies with all relevant legal requirements and has been updated to satisfy the Department for Education's (DfE) updated [Statutory RSHE Guidance](#). It explicitly meets the standards for Independent School Regulations and aligns with the current Ofsted Inspection Framework.

Under the current inspection model, RSHE is rigorously evaluated across multiple standalone judgements:

- **Curriculum and Teaching:** Instructors ensure the RSHE curriculum is coherently planned, sequentially scaffolded, and built cumulatively to accommodate gaps in knowledge.
- **Inclusion:** Provision is fully accessible, adapted for special educational needs (SEND), and structured to early-identify personal safety risks.
- **Personal Development and Wellbeing:** The curriculum equips pupils with practical tools to make healthy choices, recognise feelings, and remain safe both online and offline.

3. Curriculum Content and Progression

The curriculum is divided according to age-appropriateness, cognitive development, and emotional readiness as well as biological age. It utilises a spiral approach where topics are revisited with increasing depth.

[Ages 5-11: Primary focus]

Relationships & Health Education (Statutory)

- Family & Friendships
- Online Safety & Privacy
- Respectful Behaviours



[Ages 11-14: Secondary focus]

Relationships, Sex, & Health Education (Statutory)

- Intimate Relationships & Consent
- Puberty & Sexual Health
- Exploitation, Grooming, & Peer Pressure

Primary Provision (Ages 5–11 / Key Stages 1 & 2)

Focuses entirely on statutory **Relationships Education** and **Health Education**.

- **Families and People Who Care for Me:** Discerning who to trust, recognising what stable family life looks like, and knowing how to seek help.
- **Caring Friendships:** Positive behaviours, conflicts, and resolving issues without aggression.
- **Respectful Relationships:** Respecting differences, understanding personal space, and the importance of permission (early consent).

- **Online Relationships:** Recognising that people online are not always who they say they are; keeping personal data private.
- **Being Safe:** Recognising boundaries, inappropriate touch, and responding to grooming behaviours.
- **Mental Wellbeing:** Naming emotions, self-regulation, and reducing shame surrounding mental health struggles.

Secondary Provision (Ages 11–14 / Key Stage 3)

Builds on primary foundations and introduces statutory **Relationships and Sex Education (RSE)**.

- **Respectful Relationships & Friendships:** Understanding peer pressure, toxic dynamics, and bullying.
- **Intimate/Sexual Relationships:** Legal boundaries, age of consent, and the impact of pornography on expectations.
- **Healthy Choices:** Substance use, peer-on-peer abuse, and managing sexual emotions safely.
- **Physical Health & Adult Bodies:** Comprehensive anatomy education, human reproduction, and navigation of puberty.

4. SEMH-Specific Implementation and Adaptations

Standard RSHE delivery models are insufficient for our 16 pupils. The Head of School, Jo Gardner, oversees specialised delivery safeguards:

- **Trauma-Informed Concrete Concepts:** Abstract relationship concepts are replaced with explicit visual aids, social stories, and scripted scenarios to prevent misunderstanding.
- **Distancing Techniques:** Staff explicitly use third-person narratives, roleplay with puppets, or case studies to discuss sensitive issues, ensuring pupils do not feel exposed or triggered by their own lived experiences.
- **De-escalation Protocols:** Every RSHE lesson features a designated "co-regulation zone." If a topic triggers trauma-related distress, staff utilise pre-arranged escape routes and calming strategies immediately.
- **Small Group and 1:1 Dosing:** Given our small capacity, lessons are taught in micro-groups or 1:1 blocks if a student exhibits hyper-sexualised behaviour or severely impaired physical boundaries.

- **Anonymous Safeguarding Communication:** Question boxes are utilised during sessions so pupils can raise concerns or seek clarification without peer judgement.

5. Safeguarding and Child Protection

RSHE at The Ferry Centre is directly linked to our wider safeguarding framework.

- **Disclosures:** Discussions during RSHE can lead to disclosures of abuse, neglect, or exploitation. All staff are trained to respond in strict accordance with our Child Protection policy.
- **Peer-on-Peer Abuse:** Lessons explicitly label peer-directed aggression, sexual harassment, and digital boundary violations as unacceptable, providing clear procedures for reporting.

6. Roles and Responsibilities

- **The Proprietor (Will Harvey):** Holds legal accountability for ensuring the school meets Independent School Standards. Will Harvey ensures the curriculum is resourced appropriately, staff receive statutory updates, and the school remains legally compliant.
- **The Head of School (Jo Gardner):** Jo Gardner is responsible for the overall design, sequencing, and quality assurance of the curriculum. She ensures staff are trained in trauma-informed delivery and monitors the physical and emotional safety of lessons.
- **Teaching and Support Staff:** Responsible for planning differentiated modules, modelling exceptional personal boundaries, and documenting any safeguarding concerns arising from sessions.

7. Working with Parents, Carers, and the Right to Withdraw

We operate with total transparency. Jo Gardner ensures parents and carers are actively consulted regarding the materials used.

The Right to Withdraw

- **Primary Pupils (Ages 5–11):** Parents **cannot** withdraw their children from statutory Relationships Education or Health Education. If non-statutory sex education is offered outside the National Science curriculum, parents hold an absolute right to withdraw their child following a formal meeting with the Head of School.
- **Secondary Pupils (Ages 11–14):** Parents may request to withdraw their child from the *sex education* components of RSE. They **cannot** withdraw their child from Relationships or Health units.
- **Process:** Any withdrawal request must be made in writing to Jo Gardner. A physical meeting will be held to discuss the safety implications of withdrawal for an SEMH student, ensuring alternative supervised arrangements are organised during those sessions.

8. Monitoring, Evaluation, and Policy Review

This policy is a live document. It will be evaluated annually by Jo Gardner and approved by Will Harvey to ensure it evolves alongside our student dynamics and any updated regulatory adjustments from DfE or Ofsted.

- **Signed (Head of School):** Jo Gardner
- **Signed (Proprietor):** Will Harvey
- **Date of Next Review:** June 2027