

# 750AHS

## Alderwasley Hall School and Sixth Form Relationship and Sex Education Policy

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<b>Related Policies and Guidance Documents</b>	
<b>Related Regulations</b>	
<b>Annexes and Supplementary Info</b>	
<b>Policy Owner</b>	Sara Forsyth
<b>Policy Owner Signature</b>	

## **Relationships and Sex Education Policy Alderwasley Hall School Site Specific**

### **1. Statutory requirements and policy development**

PSHE is a non-statutory subject. However, there are compulsory aspects of it that we are required to teach. We must teach both relationships and sex education (RSE) and health education under the Children and Social Work Act 2020.

At Alderwasley Hall we comply with the legislation and guidance above. Our PSHE curriculum is mapped out against the PSHE Association Programme of Study and ensures that pupils possess all knowledge and understanding required by statutory guidance by the end of each Key Stage. We also understand that at Alderwasley Hall we have a neurologically diverse pupil cohort and we use our understanding of our student's needs and their challenges and barriers to provide a board and balanced PSHE curriculum that not only covers the national requirements but that also covers content specific to our pupils' specific needs.

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – the PSHE subject lead pulled together all relevant information including relevant national guidance.
2. Staff consultations – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – the policy has been made available for parents and stakeholders to read and comment upon.
4. Pupil consultation – The subject lead investigated through PSHE lessons what students wanted from their RSE
5. Ratification, once amendments were made the policy is made available on SharePoint

### **2. Context of the policy and relation to other policies**

Research has shown that people with ASD do not learn about relationships in their experience the way neuro typical people do. People with ASD need explicit teaching about each type of relationship, describing the context of all relationships, their boundaries, and most appropriate behaviours within each relationship. Emphasis will be made on the building of positive relationships and consideration given to the feelings of others.

This policy aims to be relevant to Alderwasley Hall School including its Upper Site. The student population comprise of students aged 5-20 years, with Autism Spectrum Disorder, and/or Speech and Communication Disorders.

The multidisciplinary staff team working directly with the students includes teachers, teaching assistants, Speech and Language Therapists, Occupational Therapists and residential support workers.

This policy refers to the following internal policies:

- PHSE Policy
- Science Policy
- Safeguarding Policy

### 3. Definition

- RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, British law and personal identity and promotes developing tools that enable our young people to make informed and safe choices within their lives.
- RSE involves a combination of sharing information and exploring issues and values.
- RSE is not about the promotion of sexual activity.

### 4. Curriculum

Our curriculum is set out in appendix 1 we acknowledge that we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with the specialist departments within school parents, students and education staff, taking into account the age, specific needs and feelings of students. Staff have received training on how to manage 'tricky questions' from students and staff will respond in an appropriate manner.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds within our primary and KS3 provision this includes:

1. Preparing students for the changes that adolescence brings
2. How a baby is conceived
3. Families and people who care for me
4. Caring friendships
5. Respectful relationships
6. Online relationships
7. Being safe

There is overlap between primary and KS3 which depends on the emotional and maturity levels of individual young people, typically our secondary and post 16 provision this includes lessons about:

1. Families
2. Respectful relationships including friendships
3. Online media
4. Being safe
5. Intimate and sexual relationships including sexual health.

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 sensitivity that some children may have a different structure of support around them (for example looked after children or young carers).

## **5. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Students in KS1 and 2 are provided with Relationship Education which not only forms part of PSHE lessons but is also embedded into their pastoral, therapy and Pathway's sessions. Students on KS1 and KS2 learn the skills needed to form and maintain relationships within a variety of settings, they are introduced to the skills they need to stay safe online and become familiar with the law around consent. In KS1 and 2 students look at families and the different forms that committed and stable relationships might take. Relationship Education in primary sets the foundation for RSE in KS3.

Students in Key Stage 3, 4 and 5 in post 16 receive RSE through their PSHE lessons which is delivered as a discrete subject but is timetabled within one of their weekly timetabled pastoral lessons.

## **6. RSE in Therapy and Care Settings**

On occasions it might be appropriate for Speech and Language Therapists (SLTs) or Occupational Therapists (OTs) to address a certain RSE-related area within therapy sessions (either individual or group). Therapists will then follow this policy to ensure consistency in the process, after seeking consultation with the parents of the student/s involved in the process. Speech and/or Occupational Therapists might address specific issues according, again, to need on an individual or small group basis. Therapists are equally expected to liaise with the subject lead for PSHE to ensure consistency with the general ethos of RSE at AHS.

On occasions it will be the individual student who will raise a question or series of questions/concerns on RSE to their Key Care Worker, 1:1 Learning Support Worker (LSW) or therapist. Whenever those questions arise, it is important to acknowledge there is a genuine need for information, in order to prevent the student seeking the answer from less reliable sources.

It is expected that the staff with whom the question was raised will liaise with the student's key team and or subject lead for PSHE in order to ensure that the need for information is addressed appropriately and consistently.

Pupils in KS4 and KS5 also receive stand-alone sex education sessions delivered by fully trained external speakers or the internal Health Promotions team once every two years or more frequently if specific needs arise.

## **7. Parent's right to withdraw**

Within the primary setting:

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/non science components of sex education within RSE.

Requests for withdrawal should be put in writing to the young person's key team.

Alternative work will be given to students who are withdrawn from sex education.

Within the secondary (Key Stages 3 and 4) and Post-16 setting:

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

Requests for withdrawal should be put in writing to the key team.

A copy of withdrawal requests will be placed in the pupil's educational record. The subject lead for PSHE or the student's key team will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

## **8. Roles and Responsibilities**

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

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-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff that have concerns about teaching the topic are encouraged to discuss this with the Subject lead for PSHE or the Headteacher.

## **9. Training**

Education and residential staff will be trained on the delivery of RSE as part of their continuing professional development. The PSHE subject lead holds a RSE drop in session for all education staff during terms - autumn 2 and spring 2 to help teachers to plan and resource their RSE lessons.

## **10. Monitoring and Evaluation**

The delivery of RSE is monitored by the subject lead for PSHE through marking scrutinies, learning walks and staff meetings. Student's development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by subject lead for PSHE annually. At every review, the policy will be approved by the Headteacher.

	<b>Autumn 1</b> <i>Health &amp; wellbeing</i>	<b>Autumn 2</b> <i>Living in the wider world</i>	<b>Spring 1</b> <i>Relationships</i>	<b>Spring 2</b> <i>Health &amp; wellbeing</i>	<b>Summer 1</b> <i>Relationships</i>	<b>Summer 2</b> <i>Living in the wider world</i>
<b>KS3</b> 2023- 24	<b>Transition and safety</b> Transition to a new academic year and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty and unwanted contact	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
<b>KS3</b> 2021-22	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Community and careers</b> Equality of opportunity in careers and life choices, challenging stereotypes and different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, age discrimination sexism, homophobia, biphobia and transphobia	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks
<b>KS3</b> 2021-23	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices and healthy routines, and first aid	<b>Setting goals</b> Learning preferences and strengths, career/leisure options and goal setting as part of the transition through school	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Celebrating difference</b> What it means to be British, have autism, inclusive societies, challenging career stereotypes and raising aspirations
<b>KS4</b> 2021-22	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations including consent, myths, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work
<b>KS4</b> 2022-23	<b>Building for the future</b> Self-efficacy, stress management including coping strategies, and future opportunities	<b>Rights and responsibilities in the community</b> What rights and responsibilities do we have at different stages in life	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence and health</b> Responsible health choices, and safety in independent contexts, including first aid, unwanted contact and FGM	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Identifying learning strengths, employability goals and online presence
<b>KS5</b> 2021-22	<b>Mental and physical health</b> How to measure how we feel, our sensory diet, exploring how food and exercise can impact our physical and mental health	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work  Application processes, and skills for further education, employment and career progression and managing setbacks	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes and grief, responsibilities within relationships and valuing difference	<b>Health and safety in independent contexts</b> How we can risk assess different situations, precautions that we can take, regulations that are in place to ensure safety including first aid	<b>Managing strong feelings and relationship safety</b> Communicating our wants and needs, assertiveness, identifying strategies, responding to others feelings	<b>Financial decision making and planning</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices, getting reliable financial support and becoming financially independent
<b>Ks5</b> 2022-23	<b>Promoting self-esteem and coping with stress</b> Safeguarding health and learning how to manage the demands of education, exams and transition	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work  Application processes, and skills for further education, employment and career progression and managing setbacks	<b>Addressing extremism, radicalisation and differentiating between reliable and fake news</b>  Communities, belonging and challenging extremism, reporting concerns and supporting friends	<b>Taking responsibility for health choices</b> Identifying reliable sources of information for a variety of health and wellbeing needs, learning how to make appointments, what to expect and how to communicate our needs in real life situations	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Digital literacy</b> Online safety, digital literacy, media reliability, gambling hooks and how our online presence can impact our careers and friendships

<b>KS1 Cycle</b>	<b>Zones of regulation Students will:</b> <ul style="list-style-type: none"> <li>- Identify expected and unexpected behaviours for the classroom when given choices.</li> <li>-Increase emotional vocabulary by labelling emotions in others during role play scenarios.</li> <li>- Identify a basic emotion and behaviour for each of the zones.</li> <li>-Try out strategies that can be used to manage each of the zones and discuss whether they like it or not.</li> </ul>	<b>Think positive Students will:</b> <ul style="list-style-type: none"> <li>-Identify and discuss feelings and emotions, using simple terms.</li> <li>- Describe things that make them feel happy and unhappy.</li> <li>-Understand that they have a choice about how to react to things that happen.</li> <li>-Talk about personal achievements and goals.</li> <li>-Describe difficult feelings and what might cause these feelings.</li> <li>-Discuss things for which they are thankful.</li> <li>-Focus on an activity, remaining calm and still.</li> </ul>	<b>Growing up Students will:</b> <ul style="list-style-type: none"> <li>-talk about their own likes and dislikes.</li> <li>-understand that different people like different things.</li> <li>-understand that girls and boys can like different things, or the same things.</li> <li>-describe how they have changed since they were a baby.</li> <li>-understand that peoples' needs change as they grow older.</li> <li>-talk about things they would like to do when they are older.</li> <li>-discuss some changes that people might go through in life.</li> <li>-talk about their family and ask others questions about their family.</li> </ul>	<b>Be yourself Students will:</b> <ul style="list-style-type: none"> <li>-talk about their own likes and dislikes.</li> <li>- understand that different people like different things.</li> <li>- understand that girls and boys can like different things, or the same things.</li> <li>-describe how they have changed since they were a baby.</li> <li>-understand that peoples' needs change as they grow older.</li> <li>-talk about things they would like to do when they are older.</li> <li>- discuss some changes that people might go through in life.</li> <li>- talk about their family and ask others questions about their family.</li> </ul>	<b>Aiming high Students will:</b> <ul style="list-style-type: none"> <li>-discuss their star qualities;</li> <li>- identify what a positive learning attitude is; talk about jobs they can do when they grow up;</li> <li>-discuss what skills and interests are needed for different jobs;</li> <li>-talk about hopes they have for the future;</li> <li>- discuss what they are looking forward to about next year.</li> </ul>	<b>Transitions Students will:</b> <ul style="list-style-type: none"> <li>-reflect on their year with support from a member of staff</li> <li>- state significant events they have enjoyed</li> <li>- make a memory board of their year</li> <li>- Random acts of kindness to express gratitude to staff and students who have helped us</li> <li>-discuss how they feel about their new classrooms</li> <li>-create a basic transition passport to include an all about me poster to share with their new key teams.</li> </ul>
<b>KS2 lower Cycle</b>	<b>Zones of regulation</b> <ul style="list-style-type: none"> <li>- Identify expected and unexpected behaviours for the classroom with prompts.</li> <li>Increase emotional vocabulary by labelling emotions in others from photographs and video clips.</li> <li>Identify at least 2 emotions and behaviours for each of the zones, and identify how their body may feel in each zone with prompts.</li> <li>Trial and select at least 2 tools that are calming and two tools that are alerting.</li> </ul>	<b>Think positive Students will:</b> <ul style="list-style-type: none"> <li>-understand that it is important to look after our mental health.</li> <li>- recognise and describe a range of positive and negative emotions.</li> <li>-discuss changes people may experience in their lives and how they might make them feel.</li> <li>- talk about things that make them happy and help them to stay calm.</li> <li>- identify uncomfortable emotions and what can cause them.</li> <li>-discuss the characteristics of a good learner.</li> </ul>	<b>It's my body Students will:</b> <ul style="list-style-type: none"> <li>-understand the importance of sleep, exercise and healthy eating.</li> <li>-discuss what happens to muscles when we exercise them.</li> <li>-understand they can choose what happens to their body and know when a 'secret' should be shared.</li> <li>-explain that too much sugar is bad for health.</li> <li>-know the difference between medicine and harmful drugs and chemicals.</li> <li>-explain how germs travel and spread disease.</li> <li>-identify ways to protect their bodies from ill health.</li> </ul>	<b>One world Students will:</b> <ul style="list-style-type: none"> <li>-describe similarities and differences between people's lives.</li> <li>- identify opinions that are different from their own.</li> <li>- express their own opinions.</li> <li>- recognise that their actions impact on people in different countries.</li> <li>- know what climate change is.</li> <li>- know there are organisations working to help people in challenging situations in other communities.</li> </ul>	<b>Aiming high Students will:</b> <ul style="list-style-type: none"> <li>-discuss their personal achievements and skills;</li> <li>- identify what a positive learning attitude is;</li> <li>- talk about a range of jobs that people do;</li> <li>-discuss what skills and interests are needed for different jobs;</li> <li>-talk about jobs they might like to do in the future;</li> <li>-discuss what skills they might need to do certain jobs.</li> </ul>	<b>Transitions Students will:</b> <ul style="list-style-type: none"> <li>-reflect on their year with support from a member of staff</li> <li>- state significant events they have enjoyed</li> <li>- make a memory board of their year</li> <li>- Random acts of kindness to express gratitude to staff and students who have helped us</li> <li>-discuss how they feel about their new classrooms</li> <li>-create a transition passport to include an all about me poster to share with their new key teams.</li> </ul>



<b>KS2 upper Cycle</b>	<b>Zones of regulation</b> -Identify expected and unexpected behaviours for the classroom. -Increase emotional vocabulary by labelling emotions in themselves and others from pictures. -Identify how their alertness levels change across a day. -Discuss triggers that impact their zones, including sensory differences, and identify what they can do to help manage their triggers. -Try out sensory strategies and review tools they use to support their alertness. -Make an individualised zones tool book to include how they may look, behave and what others can do to support them in each of the zones.	<b>Think positive</b> <b>Students will:</b> -talk about their thoughts, feelings and behaviours. -identify unhelpful and helpful thoughts. -suggest outcomes linked to certain thoughts, feelings and actions. - discuss ways in which positive thinking can be beneficial. -identify and discuss uncomfortable emotions. -identify common choices we have to make in life. -use basic mindfulness techniques, when guided. - describe what makes a good learner	<b>It's my body</b> <b>Students will:</b> -understand that they can choose what happens to their own bodies; -know where and how to get help if they are worried; -understand the importance of sleep, exercise and healthy eating; - identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies; - identify positive aspects about themselves; - discuss the choices related to health that they make each day; - identify choices that will benefit their health and provide a 'balanced lifestyle'; - identify ways to protect their bodies from ill health.	<b>Diverse Britain</b> <b>Students will:</b> -talk about the range of faiths and ethnicities in Britain; -explain how and why laws are made; -explain what a community is; -discuss some roles of local government; -describe the basic structure of national government; - talk about the role of charities and voluntary groups in the community.	<b>Money matters</b> <b>Students will:</b> -discuss where money comes from; -talk about reasons people go to work; -discuss payment resources we can use to spend money; - consider why and how people might borrow money; -discuss the choices we have about how to spend our money; - explain ways we can keep track of what we spend.	<b>Transitions</b> <b>Students will:</b> -reflect on their year with support from a member of staff - state significant events they have enjoyed - make a memory board of their year - Random acts of kindness to express gratitude to staff and students who have helped us -discuss how they feel about their new classrooms -create a detailed transition passport to include an all about me poster to share with their new key teams.
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