

# 750AHS

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

<b>Policy Section Number</b>	7
<b>Dated</b>	March 2026
<b>Reviewed</b>	March 2026
<b>Version Number</b>	8
<b>Next Review Date</b>	March 2027
<b>Related Policies and Guidance Documents</b>	750E
<b>Related Regulations</b>	
<b>Annexes and Supplementary Info</b>	
<b>Policy Owner</b>	Bernardo Vega
<b>Document History</b>	
<b>Date</b>	<b>Revisions</b>
March 2026	<b>P2</b> 1 <sup>st</sup> paragraph added, 2 <sup>nd</sup> paragraph Kapow Primary added, 4 questionnaires added, 5 last half added; <b>P3</b> Definition 1 <sup>st</sup> bullet point students added 2 <sup>nd</sup> bullet point added 3 <sup>rd</sup> bullet point 2 <sup>nd</sup> sentence added 4. Curriculum First bullet points 1 <sup>st</sup> & 2 <sup>nd</sup> points added, 2 <sup>nd</sup> bullet points 2 3 & 4 amended; <b>P4</b> 5 added; <b>P5</b> 6 amended; <b>P6</b> 8 last 2 bullet points added 10 1 <sup>st</sup> paragraph 2 <sup>nd</sup> sentence added

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

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

PSHE is a non-statutory subject however, Relationships Education (primary), Relationships and Sex Education (secondary), and Health Education are statutory requirements under the Children and Social Work Act 2017. At Alderwasley Hall School we deliver RSE in line with the most up to date Department for Education statutory guidance (including revisions from 2025), with content that is developmentally appropriate, inclusive, and carefully sequenced to meet the needs of all students from primary through to sixth form.

At Alderwasley Hall we comply with the legislation and guidance above. Our PSHE curriculum is mapped out against the Kapow Primary SOW at Primary and the PSHE Association Programme of Study from KS3 onwards, this ensures that students 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 student cohort and we use our understanding of our student's needs and their challenges and barriers to provide a broad and balanced PSHE curriculum that not only covers the national requirements but that also covers content specific to our pupils' 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. Student consultation – The subject lead investigated through PSHE lessons and questionnaires what students wanted from their RSE lessons
5. Ratification, once amendments were made the policy is made available on SharePoint, shared with teachers through CPD meetings and shared with parents through online meetings and in person information stalls at school events.

### **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.

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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 students to make informed and safe choices within their lives.
- Within RSE students will learn about the physical and emotional changes associated with puberty in a way that is age-appropriate, factual, and supports understanding of personal wellbeing and self-care.
- RSE involves a combination of sharing information and exploring issues and values. RSE is delivered in a way that reflects and reinforces our school's values, promoting respect, inclusivity, and positive relationships.
- 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 our students 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. Age-appropriate sex education linked to learning about conception and birth in the science curriculum; this is not compulsory. Any additional content is determined by the students Key Team and subject lead in response to individual needs.
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 and recognising abusive behaviour
3. Online safety and awareness

4. Being safe in a number of different/common contexts
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 also delivered 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 Skills for Life 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 KS2 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 in post 16 receive RSE through their PSHE lessons which is delivered as a discrete subject.

Teachers across all key stages make sure that all students' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, factually and appropriately for the biological and emotional age of the students.

The curriculum is designed to focus equally on boys and girls, and activities will be planned to make sure both are actively involved in all aspects of the curriculum.

The PSHE subject lead and primary subject lead makes sure that all teaching and materials are appropriate for the ages and needs of the students.

It is important for our secondary aged and post 16 students to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help students identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM).
- Sexual abuse, harassment and exploitation, including sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Students should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion.
- Pornography
- Abortion

- The protected characteristics
- The age of criminal responsibility

For more information about our RSE curriculum, see 750AHS APPENDIX

Student learning is recorded and monitored following each activity or lesson by class teachers this is achieved through marking and comments on students work, verbal feedback, and peer/self-assessment. Following each topic through internal assessment records (Assessment without Levels), formative assessments and reflection activities.

## **6. RSE in Therapy, in the wider school context and Residential Settings**

Across all key stages the PSHE lead works collaboratively with different disciplines to ensure the delivery of RSE is reinforced and supported by the breadth of specialists that we have within the school. For example the Health Promotions and Wellbeing teams support in lessons or by working with individuals, for example when looking at puberty.

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.

The Safeguarding Team also work with the PSHE subject lead to provide reliable resources, 1:1 sessions or whole school activities as and when specific safeguarding concerns 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.

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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 way that is sensitive, high-quality and appropriate for key stage
- Modelling positive attitudes to RSE
- Monitoring and recording progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-science components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the school's designated safeguarding lead (DSL)

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 and 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 scrutiny, learning walks and staff meetings. Student voice surveys are reviewed annually during the PSHE curriculum review.

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> Health & wellbeing	<b>Autumn 2</b> Living in the wider world	<b>Spring 1</b> Relationships	<b>Spring 2</b> Health & wellbeing	<b>Summer 1</b> Relationships	<b>Summer 2</b> Living in the wider world	
<b>KS3</b> Cycle 1	<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> Cycle 2	<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>HPV Virus and Testicular Health</b> Students to develop an understanding of the HPV vaccine that is given at Y8. To develop an awareness of testicular health without alarming students.
<b>KS3</b> Cycle 3	<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> Cycle 1	<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>HPV Virus and Testicular Health</b> Students to develop an understanding of the HPV vaccine that they were given in Y8. To develop an awareness of testicular health without alarming students.

<p><b>KS4</b> Cycle 2</p>	<p><b>Building for the future</b> Self-efficacy, stress management including coping strategies, and future opportunities</p>	<p><b>Rights and responsibilities in the community</b> What rights and responsibilities do we have at different stages in life</p>	<p><b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p><b>Independence and health</b> Responsible health choices, and safety in independent contexts, including first aid, unwanted contact and FGM</p>	<p><b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<p><b>Employability skills</b> Identifying learning strengths, employability goals and online presence</p>	
<p><b>KS5</b> Cycle 1</p>	<p><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</p>	<p><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</p>	<p><b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes and grief, responsibilities within relationships and valuing difference</p>	<p><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</p>	<p><b>Managing strong feelings and relationship safety</b> Communicating our wants and needs, assertiveness, identifying strategies, responding to others feelings</p>	<p><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</p>	
<p><b>Ks5</b> Cycle 2</p>	<p><b>Promoting self-esteem and coping with stress</b> Safeguarding health and learning how to manage the demands of education, exams and transition</p>	<p><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</p>	<p><b>Addressing extremism, radicalisation and differentiating between reliable and fake news</b> Communities, belonging and challenging extremism, reporting concerns and supporting friends</p>	<p><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</p>	<p><b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<p><b>Digital literacy</b> Online safety, digital literacy, media reliability, gambling hooks and how our online presence can impact our careers and friendships</p>	<p><b>HPV Virus and Testicular Health</b> Students to develop an understanding of the HPV vaccine that they were given in Y8. To develop an awareness of testicular health without alarming students.</p>