



THE ALTUS SCHOOL

**RELATIONSHIP AND
SEX EDUCATION
POLICY**

This policy has been adopted by the Management Committee on:

Date Adopted:	December 2025
Signed:	<i>lyn Dance</i>
Next review due:	December 2026

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Document Control & Record of Amendments

Version	Reason for Amendment	Sections Amended	Amended by & Date	Reviewed by & Date	Approved by & Date
1.0	Creation	N/A	Colin Ellyatt December 2025	Emma Gundry December 2025	Mgt Committee December 2025

1.0 Aims

The aims of Relationships and Sex Education (RSE) at our Altus Alternative Provision school are to:

- Provide a safe, structured framework for sensitive discussions relevant to pupils' needs.
- Prepare pupils for puberty and provide accurate understanding of human development, reproduction, and health.
- Support pupils in developing self-respect, confidence, empathy, and positive personal identity.
- Foster a culture of kindness, respect, and healthy relationships.
- Create a positive culture around sexuality and relationships
- Teach pupils correct terminology for their bodies and relationships.
- Address the specific needs and vulnerabilities of pupils in AP, including high mobility, gaps in prior learning, trauma, and increased exposure to risk outside school.
- Equip pupils to recognise and manage online risks including grooming, coercion, harmful influencers, deepfakes, AI-generated sexual imagery, online misogyny, and sextortion.

2.0 Statutory Requirements

We follow the statutory requirements set out in:

Children and Social Work Act 2017 - Education Act 1996 (sections 403–407)

Science National Curriculum (statutory content related to human biology)

Equality Act 2010

Public Sector Equality Duty (PSED)

Primary (KS1–2) Requirements

- Relationships Education is statutory for all pupils.
- No requirement to teach sex education beyond the science curriculum, but the school may choose to teach additional content.

Secondary (KS3–4) Requirements

- Relationships and Sex Education is statutory for all pupils.
- Parents may request withdrawal from non-statutory sex education (see Section 9).

Alternative Provision Context

Due to the nature of Alternative Provision education, pupils may have irregular attendance or join mid-year. RSE must be flexible, modular, and responsive to safeguarding risk. Staff must adapt content to ensure all statutory elements are covered regardless of entry point.

3.0 Policy Development

This policy was developed through consultation with:

- Staff, specifically PSHE lead, DSL AND Primary lead, with the opportunity to review and make recommendations
- Pupils
- Parents and carers

- External guidance from the PSHE Association and safeguarding partners

The policy is reviewed annually or when statutory guidance changes and shared with Management Committee to be ratified

4.0 Definition

RSE is the emotional, social, cultural, and physical development of pupils. It includes:

- Healthy relationships
- Sexual health (secondary only)
- Diversity and identity
- Online safety
- Respect, boundaries, and consent

RSE is **not** about promoting sexual activity.

5.0 Curriculum

Our RSE curriculum:

- Covers all statutory requirements for KS1–4.
- Is adapted to pupils' ages, developmental stages, SEND needs, cultural backgrounds, and lived experiences.

A curriculum overview for each key stage is provided in **Appendix 1**.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Parents and carers may request access to all RSE materials.

6.0 Delivery of RSE

The RSE curriculum is planned centrally by the PSHE Lead, in collaboration with the Primary lead and Primary Curriculum lead, who is responsible for ensuring that all statutory elements are covered. These resources are shared with staff delivering PSHE and provide a framework that enables teachers to deliver lessons in a bespoke manner, tailored to the needs of their specific groups. Given the nature of our cohort, which can include mixed year groups, an element of flexibility is incorporated into delivery. This allows teachers to adapt provision for their groups, including tailoring content to meet the needs of pupils with SEND.

Our RSE curriculum is set out as per Appendices 1 and 2 and is open to adaptation as and when necessary.

Whole-School Approach

RSE is delivered:

- Through PSHE lessons
- Through science (primary statutory content)
- In assemblies, tutor sessions, and calendared events
- In 1:1 or small-group interventions when required

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

Trauma-Informed and Safeguarding Approach

Staff delivering RSE will:

- Recognise the high prevalence of trauma among AP pupils.
- Use content warnings, emotional check-ins, and opt-out strategies for triggering content.
- Avoid graphic or distressing content unless necessary for safeguarding.
- Provide follow-up pastoral support after sensitive lessons.
- Adjust pace, language, and resources for pupils with SEMH or SEND needs.

Primary (KS1–2) Delivery

In KS1/2 relationship education is modelled on a daily basis and taught as part of topic work, PSHE, or as an intervention. This includes topics such as wellbeing, healthy relationships, diversity and safety.

Occasionally, external providers, such as school beat officers from the local police force, contribute to this provision.

- Relationships Education covers:
- Families and people who care for me
- Friendships, kindness, conflict resolution
- Respectful relationships
- Privacy and personal boundaries
- Online safety
- Being safe, including appropriate and inappropriate touch

Primary sex education (non-statutory) includes: -

- Preparing pupils for puberty
- Basic understanding of conception and birth

No requirement to teach sex education beyond the science curriculum, but the school may choose to teach additional content.

It may be taught using age-appropriate books, diagrams, videos, and discussion

Secondary (KS3–4) Delivery

In the Key Stage 3 and 4 centres, RSE is delivered as part of a structured and carefully resourced PSHE scheme of work. This scheme is shared with all staff via our hub. Please see the appendix for further details.

The Key Stage 3 and 4 centres may have mixed-year classes, but these classes do not span more than one academic year. For example, a Year 8 pupil might be in the same class as a Year 7 or Year 9 pupil, but a Year 7 pupil will not receive a PSHE lesson in the same group as a Year 9 pupil. This arrangement reflects the ever-changing nature of our school cohort.

To accommodate this, the PSHE lead has developed separate curricula for Key Stage 3 and Key Stage 4. When delivering statutory RSE content, teachers will adapt the lessons to meet the specific and varying needs of the pupils in their class.

RSE covers:

- Families, relationships, and parenting
- Consent, boundaries, and respect
- Intimate and sexual relationships, sexual health, contraception, and pregnancy choices
- Online harms, including deepfakes, grooming, sextortion, pornography, and harmful influencers
- Being safe
- Bullying, harassment, misogyny, homophobia, transphobia, and hate crime
- Healthy intimate relationships
- Illegal behaviours (e.g., sharing sexual images, coercive control, exploitation)

As Science is not currently taught in KS3, the statutory elements of RSE are covered within the PSHE curriculum.

Accessibility and SEND Adaptation

We ensure all RSE is accessible by:

- Using visuals, social stories, scaffolded questions, and simplified language
- Breaking content into smaller steps
- Providing 1:1 or small group support
- Allowing additional processing time and sensory adjustments

7.0 Use of External Organisations and Materials

We occasionally use external providers to enhance RSE. All providers must:

- Undergo safeguarding checks
- Share materials in advance
- Follow school expectations for impartiality and age appropriateness
- Adhere to the Education Act 1996 (political impartiality)

A teacher must always remain present and lead the session.

We **will not** work with organisations that:

- Promote extremist political views
- Refuse to share materials with families
- Provide biased or inaccurate information

8.0 Roles and Responsibilities

Governing Board

- Approves the RSE policy and monitors implementation.

Director / Headteacher

- Ensures statutory compliance and high-quality delivery.
- Manages withdrawal requests.
- Ensures materials are shared with parents.

Staff Leads

The RSE curriculum is planned centrally by the PSHE Lead, in collaboration with the Primary lead and Primary Curriculum lead, who is responsible for ensuring that all statutory elements are covered.

Staff

- Deliver RSE sensitively, accurately, and inclusively.
- Model respectful relationships and challenge harmful stereotypes.
- Respond to individual needs and disclosures.
- Receive ongoing RSE-specific training.
- Monitor progress
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the components of RSE
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

Pupils

- Engage respectfully and participate in line with the school expectations.

9.0 Parents' Right to Withdraw

Primary

Parents **cannot** withdraw pupils from Relationships Education or statutory science content. If additional content is taught, with regards to sex education, parents will be informed and made aware of the right to withdraw.

Secondary

Parents may request to withdraw their child from **non-statutory sex education** until three terms before the pupil turns 16.

The school will:

- Meet with parents to discuss concerns
- Document the discussion and decision
- Provide alternative learning for withdrawn pupils

In rare safeguarding circumstances, the headteacher may refuse withdrawal.

A withdrawal form is provided in **Appendix 3**.

10.0 Training

Staff receive training on:

- RSE content and statutory duties
- Trauma-informed approaches
- Responding to disclosures and managing difficult discussions
- Supporting SEND learners in RSE
- Online harms including deepfakes, grooming, sexual coercion, sextortion, and harmful online influencers

External specialists may provide additional training.

11.0 Monitoring and Evaluation

RSE delivery is monitored through:

- Lesson observations
- Book looks
- Supportive conversations
- Resource reviews
- Pupil voice surveys
- Feedback from staff
- Safeguarding pattern analysis to adapt curriculum

Monitoring of the RSE curriculum is carried out by the PSHE Lead, in collaboration with the Primary lead and Primary Curriculum lead, who are responsible for ensuring that all statutory elements are covered.

The policy and curriculum will be reviewed annually or sooner if statutory changes occur.

12.0 Links to other policies

The Altus School will consider the Relationship and Sex Education Policy when developing other policies, in particular:

- Relationships & Behaviour Policy
- Anti Bullying Policy
- Equalities Objectives [The Altus School - Public Sector Equality Duty & Objectives](#)

Appendix 1: Curriculum Overview (KS1–4)

Altus Primary PSHE Curriculum

We acknowledge that placements at Altus school can be short term, so as a result have chosen to devise a scheme that engages the needs of the pupils dependent on their initial and ongoing assessments, first and foremost. Additional materials are added to provide depth to the curriculum working alongside the statutory guidance.

It is not enough to simply teach pupils about the issues covered in the framework; it is vital they have the opportunity to explore, recognise and understand the subject content throughout their time at the school, embedding learning through situations external from school.

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
KEYSTAGE 3	<p><u>Emotional wellbeing</u> Mental health and emotional wellbeing, including body image and coping strategies</p> <p><u>Healthy lifestyle</u> Diet, exercise, lifestyle balance and healthy choices, and first aid</p>	<p><u>Developing skills and aspirations</u> Careers, teamwork and enterprise skills, and raising aspirations</p> <p><u>Financial decision making</u> Saving, borrowing, budgeting and making financial choices</p>	<p><u>Respectful relationships</u> Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p><u>Identity and Intimate relationships</u> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<p><u>Drugs and alcohol</u> Alcohol and drug misuse and pressures relating to drug use</p> <p><u>Exploring influence</u> The influence and impact of drugs, gangs, role models and the media</p>	<p><u>Building relationships</u> Self-worth, romance and friendships (including online) and relationship boundaries</p> <p><u>Discrimination</u> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p>	<p><u>Digital literacy</u> Online safety, digital literacy, media reliability, and gambling hooks</p> <p><u>Citizenship</u> Democracy, politics, British values and the rule of law</p>

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
KEY STAGE 4	<p><u>Emotional wellbeing</u> Mental health and emotional wellbeing, including body image and coping strategies</p> <p><u>Healthy lifestyle</u> Diet, exercise, lifestyle balance and healthy choices, and first aid</p>	<p><u>Developing skills and aspirations</u> Careers, teamwork and enterprise skills, and raising aspirations</p> <p><u>Financial decision making</u> Saving, borrowing, budgeting and making financial choices</p>	<p><u>Respectful relationships</u> Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p><u>Identity and Intimate relationships</u> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<p><u>Drugs and alcohol</u> Alcohol and drug misuse and pressures relating to drug use</p> <p><u>Exploring influence</u> The influence and impact of drugs, gangs, role models and the media</p>	<p><u>Building relationships</u> Self-worth, romance and friendships (including online) and relationship boundaries</p> <p><u>Discrimination</u> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p>	<p><u>Digital literacy</u> Online safety, digital literacy, media reliability, and gambling hooks</p> <p><u>Citizenship</u> Democracy, politics and the rule of law</p>

Appendix 2: Parent/carer form requesting their child's withdrawal from sex education within RSE



TO BE COMPLETED BY PARENTS/CARERS

Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents/carers	