



ALTERNATIVE PROVISION

Relationships and Sex Education Policy

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Approved by: [RAISE-AP Educational Directors](#)

Approval Signatures

*RAISE-AP
Directors*

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Aims

The aims of relationships and sex education (RSE) at our provision are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

At [RAISE-AP](#) we believe that our high-quality Relationships and Sex Education will stay with our students for life. RSE is not about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle of relationship choice. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults.

[RAISE-AP](#) is pioneering an innovative RSE curriculum fit for the world that our young people are living in. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. At [RAISE-AP](#) we are committed to the important role that RSE plays in students' holistic education, and we aim to build on the RSE programmes covered in KS1 and KS2.

At [RAISE-AP](#) our Relationships and Sex Education Programme seeks to give young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum please visit the curriculum page on the [RAISE-AP](#) website.

Statutory Requirements

As an alternative provision there is no specific mandate, however follow the secondary school academy guidance which requires provision of RSE to all students, as per section 34 of the Children and Social work act 2017.

Policy Development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
 - Staff and [RAISE-AP](#) educational director consultation – all provision staff were given the opportunity to look at the policy and make recommendations
 - Parent consultation – parents were given the opportunity to look at the policy and make recommendations.
 - Student consultation – we investigated, via student voice, what they thought about the RSE provision
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Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

RSE is delivered within the [RAISE-AP](#) curriculum, which also includes Citizenship, SMSC and British Values content.

Curriculum

Our curriculum is set out in this policy, but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, students, staff and [RAISE-AP](#) educational directors, taking into account the age, needs and feelings 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 do not seek answers online.

For more information about our RSE curriculum please visit the curriculum page on the [RAISE-AP](#) website.

Delivery

RSE is taught within the curriculum.

Biological aspects of RSE are taught within the our science curriculum, and other aspects are included in Religious Education (RE).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- 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 young people 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 sensitively that some young people may have a different structure of support around them (for example: looked after children or young carers).

RSE is provided to all students. In teaching RSE, we have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also follow legal duties for maintained secondary schools, as good practice, as set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010).

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.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The provision will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND). It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils 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), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public 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). Pupils 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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our provision, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Sensitive and Controversial Topics

1. During RSE lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer student's questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play
2. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting
3. Teachers should establish a set of ground rules so that young people are aware of parameters.
4. Students should never be asked to disclose their sexual orientation or personal information about themselves or others
5. Teachers and students will show respect for all genders, sexualities and different types of families
6. Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the provision's safeguarding procedures
7. Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
8. HIV/AIDS - informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.
9. Teachers should also be aware that they may be dealing with students who are HIV positive or who have close links with others who are.

Roles and Responsibilities

The Head of Provision is responsible for ensuring that RSE is taught consistently across the provision, and for managing requests to withdraw pupils from non-statutory/non-science 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 students, responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

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 Head of Provision.

Students

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

Parents' / Carers' Right to Withdraw

Parents have the right to withdraw their children 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 child wishes to receive sex education rather than being withdrawn, the provision will arrange this.

Requests for withdrawal should be put this request in writing and addressed to the Head of Provision.

A copy of withdrawal requests will be placed in the student's educational record. The Head of Provision will discuss the request with parents / carers and take appropriate action.

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

Professional Development

Staff are trained on the delivery of RSE as part of their induction. The Head of Provision will also invite visitors from outside the provision, such as sexual health professionals, to provide support and training to staff teaching RSE.

Raise Values

Our [RAISE-AP values](#) (Resilience, Attitude, Interest, Self-Confidence and Empathy) are key in everything we do, specifically with attitudes (positive attitudes towards learning and wider life) and empathy (valuing and caring about each individual) which are linked to our Relationships and Sex Education policy.
