



Determination Respect Engagement Ambition Motivation Success

Trafford Alternative Education Provision

Relationships and Sex Education Policy

STATUTORY

[2024]



Determination Respect Engagement Ambition Motivation Success
Trafford Alternative Education Provision

Policy Title:	Relationships and Sex Education Policy		
Last Reviewed & Updated:	October 2025	Due for Review:	October 2026

Approvals

Name	Position	Date
Linda Thompson		October 2025

Links to

Policy
<ul style="list-style-type: none">• Behaviour Policy• Equal Opportunities Policy• SEND policy• Safeguarding and Child Protection Policy

Website
General Data Protection Regulation (GDPR)
This policy document has been reviewed in compliance with GDPR (May 2018) Linda H Thompson, Executive Head teacher 



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Trafford Alternative Education Provision

Our Mission Statement:

Trafford Alternative Education Provision is committed to providing....

A 21st Century education that promotes the academic, emotional and social development of our students. Our aim is to create a holistic, nurturing and inspiring environment where students are supported and encouraged to take charge of their lives, their learning and their decisions. Every student will have an understanding of their personal journey, challenges and future opportunities. All will be encouraged to become independent thinkers and learn to value and respect others thus enabling them to meet the challenges of the wider world. In partnership with parents, carers, schools and outside agencies we will provide students and staff with a positive and supportive learning experience.

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development and by frequently reviewing, debating and developing the curriculum.



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Trafford Alternative Education Provision

Relationships and Sex Education (RSE) Policy

(Reviewed October 2025 – in line with DfE 2025 Statutory Guidance for RSHE)

1. Aims

The aims of the RSE programme reflect both statutory requirements and TAEP's broader PSHE curriculum, ensuring that all pupils—regardless of background or need—develop the knowledge, skills, and attributes required to lead safe, healthy, and fulfilling lives.

The aims are to:

- Help all students develop as confident individuals and responsible members of society
- Enable pupils to understand and manage their relationships with others respectfully and safely
- Support pupils to understand themselves physically, emotionally, socially and sexually
- Provide a safe and supportive framework in which sensitive and challenging discussions can take place
- Prepare pupils for the physical and emotional changes of puberty, including menstruation, and promote understanding of sexual development, health, and hygiene
- Help pupils build self-respect, resilience, confidence, and empathy
- Create a positive and inclusive culture around issues of gender, identity, relationships, and sexuality
- Teach pupils accurate and age-appropriate vocabulary to describe their bodies and emotions
- Promote awareness of consent, respect, equality, and personal boundaries

Learning about relationships and sex at TAEP is:

- An **integral part of lifelong learning**, beginning in early childhood and continuing through adolescence and adulthood

- An **entitlement for all pupils**, regardless of gender, gender identity, sexual orientation, SEND status, faith, culture, or background
- Delivered **within a holistic framework** of emotional and social development, ensuring that RSE contributes positively to pupils' wellbeing, safeguarding and inclusion
- Grounded in **respect, equality and factual accuracy**, ensuring pupils develop the language, skills, and confidence to make informed choices and seek help when needed

At TAEP, the diversity and additional vulnerabilities of our learners mean RSE must include:

- Foundations of understanding about **growth, change, respect and consent**
- **Preparation for puberty**, including physical and emotional changes
- **Body knowledge** and personal safety (including online and digital safety)
- Understanding of **sexual health**, fertility, contraception, and avoiding infection (as appropriate to individual learners)
- Awareness of **healthy versus unhealthy relationships**, including coercion, exploitation, and abuse
- Development of **language and strategies** to maintain safety, seek help, and build respectful relationships

2. Statutory Requirements

As a Pupil Referral Unit (PRU), TAEP provides Relationships and Sex Education (RSE) to all pupils as required by the **Children and Social Work Act 2017**.

In teaching RSE, we have full regard to the latest guidance issued by the Secretary of State under **Section 403 of the Education Act 1996**, and to the updated **Statutory Guidance for Relationships, Sex and Health Education (DfE, 2025)**, which takes effect from September 2026.

This policy also reflects the school's duties under:

- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE, 2025)
- The SEND Code of Practice (2015)

3. Policy Development

This policy was developed through consultation with staff, pupils, parents, governors, and local partners.

1. **Review:** The PSHE and Safeguarding Leads collated all relevant national and local guidance (DfE, PSHE Association, Sex Education Forum).
2. **Staff consultation:** All staff were invited to review the draft and suggest amendments.
3. **Parent/stakeholder consultation:** Parents/carers and stakeholders were given the opportunity to provide feedback.
4. **Pupil voice:** Student feedback informed curriculum design and content priorities.
5. **Ratification:** The final version was approved by the Governing Board.

4. Definition

- **Relationships and Sex Education (RSE)** is the lifelong process of learning about ourselves, our relationships, our health, and our sexuality.
- It covers **emotional, social, physical and cultural development**, and includes understanding sexual health, reproduction, diversity, consent, and personal identity.
- RSE involves a balance of factual knowledge, discussion, reflection, and values-based learning.
- RSE is **not** the promotion of sexual activity or particular lifestyles.

5. Curriculum

The RSE curriculum is outlined in **Appendix 1** and follows the **PSHE Association's thematic model**, adapted for the specific needs of TAEP learners.

We have developed our programme through consultation with parents, pupils, and staff, ensuring it is developmentally appropriate and inclusive.

Where pupils ask questions outside the planned content, teachers respond factually and sensitively, in line with the pupil's maturity and safeguarding principles.

The curriculum includes the statutory strands:

- **Families and relationships**
- **Respectful relationships and friendships**
- **Online safety and media literacy**
- **Being safe**
- **Intimate and sexual relationships (including sexual health)**

Further details are available in the TAEP PSHE Curriculum Map (Appendix 1).

6. Delivery of RSE

RSE is taught within the **PSHE curriculum** at Key Stages 3 and 4, using a spiral, SEND-adapted model.

- **Biological aspects** are taught through the science curriculum.
- **Ethical, moral and cultural aspects** are explored through RE and Citizenship.
- **Digital safety** is reinforced through Computing lessons and assemblies.
- **Additional sessions** are delivered by trained health professionals, the school nurse, or external partners as appropriate.

RSE at TAEP focuses on enabling pupils to build **healthy, nurturing relationships** in all aspects of life, including:

- Families and parenting
- Friendships and respect
- Online relationships and digital safety
- Consent and boundaries

- Emotional wellbeing and mental health
- Sexual health and contraception
- The law and personal safety

Teaching reflects the full diversity of family life, ensuring no stigma or exclusion for pupils from any background, including those who are looked after, carers, or from LGBT+ families.

7. Cross-Curricular Links

RSE has clear links across the wider curriculum, including:

- **Citizenship and RE** – ethical and moral issues (e.g. abortion, same-sex relationships, respect and tolerance)
- **Science** – reproduction, puberty, hygiene, and body systems
- **Computing** – online safety, digital reputation, image-sharing, cyberbullying
- **Safeguarding and pastoral support** – identifying and responding to risk, coercion, exploitation

8. Safeguarding

RSE is integral to safeguarding.

If a member of staff has any safeguarding concern arising from an RSE session, they must report it immediately to the **Designated Safeguarding Lead (DSL)**, **Linda Thompson**, or a Deputies DSL. Jacqui Preston, Mike Pidlyskyj, Sarah Langsreth, Casey Bradbury, Ellis Goulden-Westwood, Dawn Brannigan, Carol Polhill

Disclosures will always be handled sensitively, following **KCSIE (2025)** and TAEP's **Child Protection Policy**.

9. Confidentiality, Controversial and Sensitive Issues

While pupils are encouraged to discuss topics openly, staff **cannot guarantee absolute confidentiality**.

If a pupil discloses information indicating they may be at risk, staff must pass this to the DSL. Pupils will be informed if confidentiality must be broken, and support will be offered.

Health professionals delivering RSE must follow their own professional codes of conduct when working individually with pupils.

10. The Law

Pupils are taught relevant legal information to help them make informed, safe, and responsible choices.

Topics include:

- Marriage and civil partnerships
- Consent and the age of consent
- Violence against women and girls (VAWG)

- Online behaviour, sexting, image-sharing, and the law
- Pornography and its effects
- Abortion and reproductive rights
- Sexuality and gender identity
- Substance misuse
- Exploitation, grooming, and county lines
- Extremism and radicalisation
- Hate crime
- Female genital mutilation (FGM)
- Honour-based abuse

11. Roles and Responsibilities

11.1 Governing Board

Ensures statutory compliance and policy oversight

- Holds the Headteacher accountable for RSE delivery and quality

11.2 Headteacher

- Ensures RSE is taught consistently and inclusively
- Approves and monitors any external visitors or resources
- Manages parental requests for withdrawal

11.3 Staff

All staff contribute to the ethos of RSE; it is primarily delivered by **form tutors and PSHE leads**, supported by the **School Nurse, DSL Team**, and **external partners**.

At TAEP, RSE is led by:

- **PSHE Lead:** *Jacqui Preston (Deputy Headteacher – Curriculum & Standards)*
- **Designated Safeguarding Lead:** *Linda Thompson*

Staff are responsible for:

- Delivering RSE with sensitivity and professionalism
- Modelling positive attitudes and inclusive language
- Responding to pupil questions honestly and appropriately
- Following safeguarding and confidentiality protocols

Staff cannot opt out of delivering RSE but will be supported through ongoing CPD and supervision.

12. Pupils

Pupils are expected to:

- Engage respectfully and thoughtfully
- Contribute to discussions appropriately
- Respect the opinions and experiences of others

13. Parents' Right to Withdraw

Parents/carers have the right to withdraw their child from **non-statutory elements** of sex education (but not from Relationships or Health Education), up to three terms before their 16th birthday. After this point, if the young person wishes to receive sex education, TAEP will provide it.

Requests for withdrawal must be made in writing to the Headteacher. Alternative supervised work will be provided for withdrawn pupils.

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

14. Training

All staff receive training on RSE delivery during induction and ongoing CPD, supported by:

- **National College online training (Certificate in Teaching RSHE | Secondary)**
- **NSPCC RSE courses for schools**
- **PSHE Association resources and updates**
- **Health and Safeguarding partnerships (NHS, Healthy Young Minds, etc.)**

The **PSHE Lead (Jacqui Preston)** coordinates external training and ensures consistency across all TAEP sites.

15. Monitoring and Review

- The quality and impact of RSE is monitored through **learning walks, planning reviews, pupil voice, and work scrutiny**.
- The **SLT** evaluates pupil outcomes and reports findings to the **Governing Board** annually.
- Pupil progress in RSE is tracked through PSHE assessment systems.

This policy will be reviewed **annually**, or sooner if statutory guidance changes.



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Trafford Alternative Education Provision

Dare to Dream

PSHE Curriculum

PSHE Department

- Mike Scragg THS KS3
- Katie Laffan THS KS3
- Angela Henry THS 11
- John Frail THS 11
- Horaine Goffe TMES 11
- Pervin Nadim (0.6)
- Joab Goulden THS 10
- Laura Wilkinson TMES 10
- Kevin Smith

PSHE Curriculum

Intent Statement

At Trafford Alternative Education Provision, our bespoke PSHE curriculum is designed to meet the diverse needs of our students, many of whom may join us for only a short period of time. We adopt a trauma-informed approach to PSHE (Personal, Social, Health, and Economic education) that involves creating a supportive, empathetic, and safe environment where students can learn and grow, particularly those who may have experienced trauma or adverse childhood experiences (ACEs). This approach recognises the impact of trauma on a person's emotional, psychological, and physiological well-being and integrates strategies to support their healing and development.

Our curriculum focuses on **six** key themes, each explored through one lesson per week. This cycle of themes is repeated each half term, ensuring that all students have the opportunity to engage with and reflect on these important topics. The themes are:

- Physical Health
- Relationships and Sex Education
- Bullying and Discrimination
- Media and Digital Literacy
- Money and Careers
- Personal Safety

All students participate in PSHE lessons simultaneously, fostering a cohesive learning community. While the core themes remain consistent, we make necessary adaptations across both sites to cater to specific needs and contexts.

The curriculum is closely linked to AQA Unit Awards, providing students with recognition for their learning and achievements. Detailed guidance is available for the delivery of each lesson, ensuring that staff can effectively support pupil engagement and understanding.

By addressing these key areas, our PSHE curriculum empowers students to make informed decisions, develop healthy relationships, and understand their rights and responsibilities. We are committed to creating a supportive and inclusive environment where every pupil can thrive and grow into a well-rounded individual.

Implementation Statement

At Trafford Alternative Education Provision, our PSHE (Personal, Social, Health, and Economic) education is designed to equip students with the essential skills and knowledge needed to navigate the complexities of modern life. Our approach is centred on fostering personal growth, resilience, and well-being in every pupil.

All PSHE sessions are delivered by form tutors, who are uniquely positioned to understand and support their students' individual needs. This personalized approach ensures that each session is relevant and impactful, fostering a supportive and trusting classroom environment.

We provide clear guidance from the PSHE Association each week, ensuring that our curriculum is aligned with best practices and national standards. This guidance allows us to cover a broad range of topics, including emotional well-being, relationships, health, and citizenship.

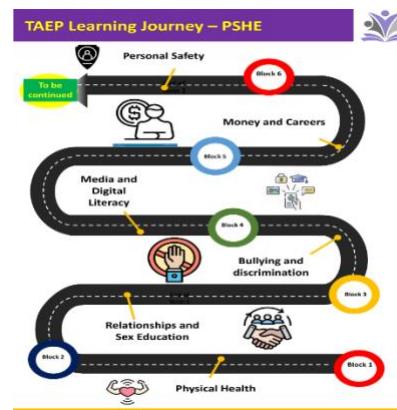
Our staff is well-trained and knowledgeable in delivering PSHE sessions, with access to ongoing professional development opportunities. This commitment to training ensures that our educators are equipped to handle sensitive topics with care and confidence, providing students with a safe space to explore and discuss important issues.

Through our PSHE program, we aim to empower students to make informed decisions, develop positive relationships, and contribute to their communities. By embedding PSHE education into the fabric of our school, we support the holistic development of our students, preparing them for a successful and fulfilling future.

Impact Statement

At Trafford Alternative Education Provision, our PSHE (Personal, Social, Health, and Economic) curriculum is integral to fostering well-rounded individuals who are prepared to engage confidently with the wider world. Our program emphasizes personal growth, resilience, and the development of essential life skills, ensuring students can navigate the complexities of modern life.

Our PSHE curriculum consistently achieves strong outcomes, reflected in the personal development and well-being of our students. Through a trauma-informed approach, we acknowledge the diverse backgrounds and unique experiences of our students, many of whom have encountered significant challenges. This understanding allows us to create a supportive environment where students feel safe to explore and discuss important issues.



 A key focus of our PSHE curriculum is to cultivate an intrinsic love for learning about oneself and others. We engage students with a wide range of topics, including mental health, relationships, financial literacy, and global citizenship, encouraging them to think critically and empathetically about the world around them.

Our curriculum is designed to develop confidence and effective communication skills, equipping students to express their ideas and opinions thoughtfully. By integrating cross-curricular activities, we highlight the relevance of PSHE in various contexts, reinforcing the importance of these skills in their future education and careers.

Our dedicated staff continually engages in professional development to ensure the delivery of high-quality PSHE education, supporting each pupil's journey toward becoming a confident, informed, and responsible member of society.

Overall, the impact of our PSHE curriculum is evident in the personal growth and readiness of our students to engage with the wider world, prepared to make positive contributions to their communities and beyond.

Pupil Voice

Listening to Our Pupils:

- We ensure that pupils feel heard and valued by actively seeking their feedback on PSHE lessons. This feedback directly informs our curriculum development, ensuring it remains responsive and aligned with the diverse needs and interests of our students.

Flexible Curriculum:

- Our PSHE curriculum is designed to be flexible, adapting to the changing needs and contexts of our pupils. This flexibility allows us to address emerging issues and tailor content to the unique dynamics of each class.

Personalised Delivery by Form Tutors:

- PSHE sessions are delivered by form tutors who have a deep understanding of their pupils' individual needs and circumstances. This personal connection enables tutors to tailor lessons effectively, creating a supportive learning environment where students feel comfortable to express themselves and engage fully.

Evidence in Knowledge

1. Physical Health: Evidence-based approaches to physical health education empower pupils to make informed decisions about their wellbeing. By understanding the science behind nutrition, exercise, and mental health, pupils can develop lifelong habits that promote physical and mental wellness.
2. Relationships and Sex Education: Utilising evidence-based resources in relationships and sex education ensures that pupils receive accurate, age-appropriate information. This empowers them to build healthy relationships, understand consent, and make responsible choices, fostering a respectful and safe school environment.
3. Bullying and Discrimination: By incorporating research on the causes and impacts of bullying and discrimination, we create a curriculum that promotes empathy, inclusivity, and resilience. Pupils learn strategies to recognize, prevent, and address these issues, contributing to a supportive and harmonious community.
4. Media and Digital Literacy: In an age where digital media is pervasive, evidence-based teaching on media literacy equips pupils with the skills to critically analyse information, understand digital footprints, and engage safely online. This knowledge is crucial for navigating digital landscapes responsibly.
5. Money and Careers: Evidence-based financial education and career guidance provide pupils with the tools to manage money wisely and make informed career choices. By understanding economic principles and job market trends, pupils are better prepared for financial independence and future success.

6. Personal Safety: Grounding personal safety education in evidence ensures that pupils are aware of the risks they may encounter and know how to protect themselves. This includes understanding safeguarding, recognizing unsafe situations, and knowing how to seek help.

Evidence in Skills

Communication Skills

- Statement Evidence: A student might provide evidence of their communication skills by explaining how they used clear, respectful language in a group discussion, or how they resolved a disagreement with a peer.
- Example: "I used open body language and made eye contact to show I was listening to my friend. When they disagreed with my point, I calmly explained my reasoning and asked them for their opinion."

Decision-Making Skills

- Statement Evidence: Evidence of decision-making might involve a student describing a situation where they had to make a choice, the factors they considered, and the outcomes.
- Example: "When I had to decide whether to go out with my friends or study for a test, I thought about the importance of my grades. I chose to stay home and study, which helped me improve my test score."

3. Problem-Solving Skills

- Statement Evidence: This could involve a student explaining how they identified a problem, explored potential solutions, and chose the best course of action.
- Example: "I noticed that our group project was falling behind. I suggested we divide the work into smaller tasks and set deadlines for each. This helped us complete the project on time."

4. Managing Emotions

- Statement Evidence: A student may provide evidence of how they managed their feelings in challenging situations, such as dealing with stress or conflict.
- Example: "When I felt anxious before the presentation, I took deep breaths and reminded myself that I had prepared well. I also focused on staying calm and speaking clearly."

5. Respecting Diversity

- Statement Evidence: Evidence of respecting diversity could include how a student demonstrates an understanding of different cultures, opinions, or identities.
- Example: "In our class discussion on different cultures, I listened carefully to my peers' perspectives and asked questions to understand their viewpoints better."

Outcomes

Learning is tracked and monitored via AQA Unit Award Scheme

SEND

At Trafford Alternative Education, our dedicated teachers specialise in adapting their teaching approaches to meet the diverse needs of students with special educational needs (SEN).

Teachers employ a variety of teaching strategies to create a supportive, inclusive environment, we ensure that every student feels valued and empowered. We recognise each young person as an individual who's needs may change throughout their time at Trafford Alternative Education. Teaching is underpinned by quality first teaching strategies such as pre-teaching, scaffolding and differentiation alongside effective use of SEND group support plan strategies.

Although staff plan in advance we recognise due to the nature of our cohort lessons are often adapted in real time to engage with our young people and keep them in their window of tolerance and ready to engage with learning.

Accreditation

- Open Awards
- PSHE Association

Appendix 3: Parent form: withdrawal from sex education within RSE



Determination Respect Engagement Ambition Motivation Success

Brentwood Avenue
Timperley
Altrincham
WA14 1SR

Trafford Medical Education Service
0161-912- 1249
Email: zoe.hynes@trafford.gov.uk

Trafford High School
0161-912 -1479
Email: sarah.langstreh@trafford.gov.uk

Website: www.traffordalternativeeducation.com

Dear Parents /Carers,

As a part of your child's education at Trafford Alternative Education Provision, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme.

PSHE education is the curriculum subject that gives young people the knowledge, understanding, strategies and practical skills to live safe, healthy, productive lives and meet their full potential.

I am writing to let you know that, over this academic year, your child's class will be taking part in lessons which will focus on the relationships and sex education (RSE) aspect of this programme. RSE lessons will include teaching about: Healthy relationships, including friendships and intimate relationships; families; growing and changing, including puberty; personal hygiene; changing feelings; becoming more independent; keeping safe and consent; developing self-esteem and confidence. Pupils will also have opportunities to ask questions that help prepare them for relationships of all kinds in the modern world.

PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body. Please visit the school's website for more detail about our PSHE curriculum. All PSHE teaching takes place in a safe learning environment and is underpinned by our school ethos and values.

Parent/Carers are able to withdraw their child (following discussion with the school) from any or all aspects of Sex education, other than those which are part of the science curriculum, up to and until three terms before the age of 16. If you would like this to happen please can you email Jacqui.Preston@Trafford.Gov.UK.

Yours sincerely,

Jacqui Preston

Deputy Curriculum Standards and Quality Assurance



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Trafford Alternative Education Provision

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	

Abuse in intimate personal relationships between children

What do I need to know?

What is it? Controlling, coercive or threatening behaviour within children's intimate relationships. It could be physical, sexual, psychological/emotional or financial. It's a type of child-on-child abuse, sometimes known as 'teenage relationship abuse'.

How common is it? Probably more common than you think. 40% of teenagers may experience abusive behavior in their dating relationships, according to several studies.

Why do I need to be concerned? Being in an abusive relationship can have serious effects on mental health. Just because it's a relationship between children doesn't mean we shouldn't take it seriously.

Children and young people's lack of experience in relationships can make them more vulnerable because they often don't know what's normal and healthy. They're also more susceptible to gender-role stereotypes, like men being more dominating.

Who's more at risk? Children who:

- Have previous experience of parental domestic abuse or being abused
- Are part of violent peer groups or gangs
- Are in same-sex relationships, as they might be less willing to tell people about the relationship
- Have special educational needs and/or disabilities
- Have older partners

Girls are more likely to be victims than boys.

What should I look for?

Potential signs that a pupil is a victim of abuse in an intimate personal relationship are:

- Injuries
- Truancy and doing less well at school
- Changes in mood or personality, such as becoming more withdrawn, passive or compliant
- Signs of depression, post-traumatic stress disorder, eating disorders, or self-harming
- Becoming isolated from family and friends
- Being on their phone a lot
- Inappropriate sexual behaviour, language or attitudes
- Pregnancy
- Use of drugs or alcohol (especially if they didn't use them before)

- Tiredness
- Bullying others or being bullied

What should I do...

... if I have concerns?

- Report your concerns to the designated safeguarding lead (or deputy), and make a written record, as soon as possible
- If you think the child is in immediate danger, make a referral to the local authority's children's social care team, and the police if appropriate. Don't delay in order to wait for the DSL, but let them know as soon as possible too

... if a child tells me they're being abused?

- Listen – stay calm and take what they're saying seriously. Don't be judgemental or make them feel bad, and try not to look shocked
- Reassure them they were right to tell you and that they're not to blame. Acknowledge that it must have been hard for them to tell you
- Let them lead the conversation – don't ask leading questions
- Don't promise confidentiality. Be honest that you'll need to tell the DSL

Sources

This factsheet was produced by The Key Safeguarding:
safeguarding.thekeysupport.com

- Keeping children safe in education, GOV.UK – DfE
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Supporting young people in abusive relationships, SafeLives
<https://safelives.org.uk/node/1008>
- Safeguarding d/Deaf and disabled children and young people, NSPCC
<https://learning.nspcc.org.uk/safeguarding-child-protection/deaf-and-disabled-children/risk-and-vulnerability-factors>