PSHE AND RELATIONSHIPS AND SEX EDUCATION POLICY

Personal, social, health and economic education, including relationships and sex education

EFFECTIVE: SEPTEMBER 2026 | REVIEW: SEPTEMBER 2027 | IMPACT AP

1 | PURPOSE AND AP SCOPE

Set out how Impact teaches personal, social, health and economic education (PSHE), including Relationships and Sex Education (RSE), within current commissioned AP. Agree delivery, age range, content and responsibilities with the commissioning school. PSHE is the wider programme; RSE is a defined part of it. This policy supports provision and does not itself replace the school's statutory curriculum or consultation responsibilities.

2 | PSHE CONTENT AND PROGRESSION

Plan progressive learning about emotional wellbeing, physical health, hygiene, online safety, friendships, family, identity, personal safety, risk, substances, money, budgeting, consumer awareness, work and preparation for adulthood. Connect learning to literacy, numeracy, life skills and vocational activities. Identify what learners should know or do, rather than treating an outing or discussion alone as evidence of coverage.

3 | LEADERSHIP, PLANNING AND COORDINATION

Kate oversees the planned programme, suitable teaching staff, resources and commissioner liaison. Map learning to age, starting points, SEND and relevant EHCP outcomes. Agree which subjects and RSE content Impact delivers, the timetable, support and how progress is reported. Staff receive subject preparation and safeguarding instruction; visiting specialists are checked and appropriately supervised.

4 | RELATIONSHIPS, SEX AND HEALTH CONTENT

Teach respectful relationships, families, consent, boundaries, equality, safe online conduct and recognising abuse. Secondary RSE includes appropriate learning on sexual health, contraception, infections, pregnancy choices and accessing qualified advice. Health learning covers emotional and physical wellbeing. Distinguish sex education from relationships, health and science content in lesson plans so withdrawal rights and planned content can be explained clearly.

5 | TEACHING AND SEND ADAPTATION

Assess starting points, understanding, communication and vulnerability without assuming diagnosis determines maturity. Use clear language, visual material, fictional scenarios, processing time and repeated practice. Adapt access while maintaining essential protective knowledge. Do not withhold safety education simply because a learner is disabled, or use distressing material to test compliance or readiness.

6 | PARENTS AND CONSULTATION

Explain planned content, resources, vocabulary and delivery and provide an accessible route for questions and feedback. Coordinate with the school or commissioner and record consultation and resulting decisions. Share materials through lawful access arrangements. Preparing or publishing a policy does not prove consultation occurred; record actual decisions and explain changes.

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7 | WITHDRAWAL REQUESTS

Explain that relationships education is not subject to parental withdrawal. Primary sex education outside national-curriculum science may be withdrawn; science is not covered by that withdrawal. At secondary level, requests concern sex education within RSE, not all relationships or health content. Discuss the request sensitively, document the specific content and decision and coordinate with the registered school or commissioner; follow applicable guidance and exceptional-circumstance rules.

8 | AGE 16 AND ALTERNATIVE LEARNING

From three school terms before a learner turns 16, if they wish to receive sex education despite a parental withdrawal, make the required arrangements during one of those terms through the responsible setting. Respect post-16 learner voice, capacity and lawful decision-making. For any authorised withdrawal, provide suitable supervised alternative learning, protect privacy and prevent stigma.

9 | SAFE TEACHING AND DISCLOSURES

Set ground rules, use anonymous questions appropriately and answer within the educational scope. Do not promise secrecy or offer personal clinical advice. Listen to disclosures calmly, record the learner's words and report immediately to Kate or Kirsty; use independent adult-conduct routes where necessary. Call emergency services for immediate danger and follow safeguarding guidance on contacting family.

10 | ASSESSMENT AND REVIEW

Assess knowledge and application using accessible questions, sorting, discussion and fictional examples, not personal disclosures or conformity of beliefs. Record misconceptions, support and next teaching steps. Review resources, learner feedback, withdrawals and safeguarding themes at least annually. Publish the policy and make governance decisions and implementation arrangements traceable.

11 | POLICY CONTROL AND REVIEW

Policy owner: Kate Willis, Principal and Proprietor. Effective date: September 2026. Scheduled review: September 2027, or sooner after relevant changes, incidents or feedback. Record actual governance approval and implementation decisions and brief staff on their duties. These policy dates do not assert that approval, staff training or operational checks have already occurred. Use the Complaints or independent reporting route for concerns about implementation.

12 | SOURCES AND RELATED DOCUMENTS

DfE: Relationships Education, Relationships and Sex Education and Health Education guidance applicable to the delivery period; Impact curriculum and SEND arrangements.

gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Check current versions and apply according to Impact's legal and commissioning status.