RELATIONSHIPS AND SEX EDUCATION POLICY

Planned relationships learning, SEND access, family engagement and safeguarding

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

1 | SCOPE AND PROVISION STATUS

Provide accurate, age-respectful relationships and sex education within commissioned AP and planned curriculum arrangements. Confirm with each school or commissioner what Impact teaches and how its policy and withdrawal decisions are coordinated. The proposed independent school's initial intended intake is 11-18. Any primary-age AP learning requires an appropriately separate content and consent decision; school registration must not be implied before approval.

2 | PURPOSE AND PROGRESSION

Develop understanding of respectful relationships, boundaries, consent, safety, wellbeing and help-seeking. Sequence learning from friendship and recognising unsafe behaviour towards mature relationships, sexual health, law and preparation for adulthood. Distinguish relationships content, sex education, health and science so families understand what is planned and which rights apply.

3 | LEADERSHIP AND PREPARATION

Kate oversees planning, suitable staff, resource checks, family engagement and coordination with commissioners. The SEND lead supports access and the DSL advises on safeguarding responses. Teaching staff must know content, boundaries, disclosure routes and individual adaptations before delivery. Specialist visitors support the planned curriculum under appropriate supervision; they do not replace staff accountability.

4 | CONTENT AND INCLUSION

Use accurate information and respectful examples about families, friendships, equality, consent, online relationships, exploitation and abuse. Secondary and post-16 content includes development, sexual health, contraception, infections, pregnancy choices and access to qualified advice at appropriate levels. Do not promote personal beliefs or require a learner to disclose private experiences; challenge stereotypes and discriminatory language.

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.

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.