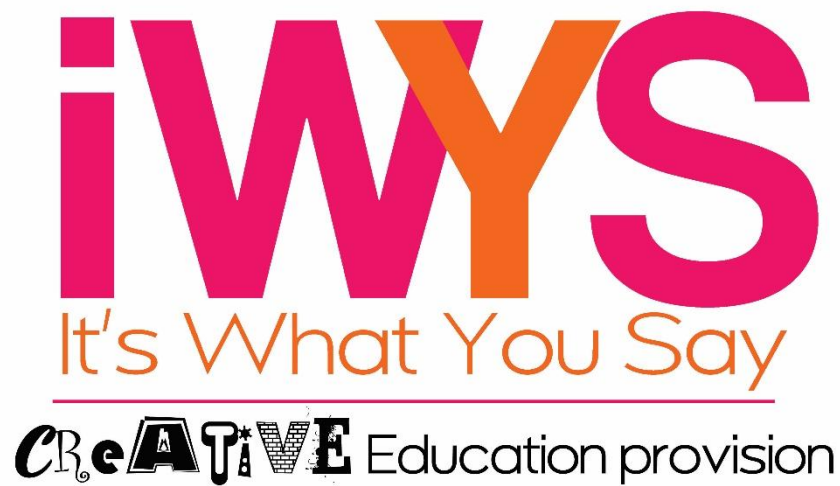




IWYS

ALTERNATIVE PROVISION

PSHE EDUCATION POLICY

Approved by: IWYS Alternative Provision

Date Approved: September 2026

Review Date: September 2027

Applies to: All pupils, staff, volunteers, visiting tutors and relevant external providers

1. POLICY STATEMENT

IWYS Alternative Provision is committed to providing a high-quality Personal, Social, Health and Economic (PSHE) education programme which supports pupils to develop the knowledge, skills, attitudes and confidence required to lead safe, healthy, responsible and successful lives.

PSHE is an important part of the curriculum at IWYS. It is particularly important within an Alternative Provision setting because pupils may have experienced disrupted education, difficult relationships, social or emotional challenges, safeguarding concerns, exclusion from mainstream education, poor attendance or other barriers to learning.

Our PSHE programme therefore aims to be:

- inclusive;
- trauma-informed and sensitive;
- age and developmentally appropriate;
- responsive to individual pupil needs;
- safeguarding-focused;
- practical and relevant to everyday life;
- aspirational;
- accessible to pupils with SEND;
- responsive to local and emerging risks;
- linked to pupils' preparation for adulthood;
- delivered within a safe and respectful learning environment.

PSHE will help pupils understand themselves, develop positive relationships, make informed decisions, recognise risks, understand their responsibilities and develop the confidence to seek help when they need it.

2. STATUTORY AND POLICY FRAMEWORK

This policy should be read alongside the wider policies and procedures of IWYS Alternative Provision, particularly:

- Child Protection and Safeguarding Policy;
- Behaviour Policy;
- Anti-Bullying and Cyberbullying procedures;
- Attendance Policy;
- SEND Policy;
- Equality and Diversity arrangements;
- Online Safety Policy;

- Mobile Phone Policy;
- Mental Health and Wellbeing Policy;
- Health and Safety Policy;
- First Aid Policy;
- Administering Medication and Medical Conditions Policy;
- Allegations Against Staff and Low-Level Concerns Policy;
- Safe Recruitment Policy;
- Careers / Provider Access arrangements;
- Complaints Policy;
- Curriculum Policy;
- Personal Care Policy.

The programme will have regard to relevant legislation and Department for Education guidance, including:

- Education Act 2002;
- Education Act 1996;
- Children and Social Work Act 2017;
- Equality Act 2010;
- Children Act 1989 and 2004;
- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026;
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, effective from September 2026;
- statutory guidance relating to safeguarding, attendance, behaviour and online safety;
- relevant SEND legislation and the SEND Code of Practice;
- Careers guidance and access to education, employment and training;
- relevant local safeguarding arrangements.

The DfE's 2026 RSHE guidance specifically states that it applies to alternative provision, including AP academies, AP free schools and independent schools providing AP. It also states that particular consideration should be given to the needs and vulnerabilities of pupils in AP and to appropriate adjustments. ([GOV.UK](https://www.gov.uk))

3. PURPOSE OF PSHE

The purpose of PSHE at IWYS is to provide pupils with the knowledge and practical skills needed to:

1. understand themselves and their emotions;
2. develop self-esteem, confidence and resilience;
3. maintain positive mental and physical health;
4. form and maintain healthy relationships;
5. recognise unhealthy, abusive or controlling relationships;
6. understand consent, boundaries and respect;
7. recognise and respond to safeguarding risks;
8. stay safe online and offline;
9. understand drugs, alcohol, vaping and other harmful substances;
10. understand the consequences of risky behaviour;
11. develop healthy lifestyles;
12. understand personal finance and economic wellbeing;
13. develop employability and workplace skills;
14. understand rights and responsibilities;
15. develop independence and preparation-for-adulthood skills;
16. understand diversity, equality and respect;
17. develop responsible citizenship;
18. understand how to access support and trusted adults;
19. develop decision-making and problem-solving skills;
20. prepare for further education, employment, training and adult life.

4. AIMS

IWYS aims for every pupil to leave the provision with increased confidence and the practical knowledge required to make safe and informed choices.

The PSHE programme will enable pupils to:

- recognise their strengths and areas for development;
- understand emotions and develop coping strategies;
- build resilience;
- communicate effectively;
- resolve conflict appropriately;
- understand respectful behaviour;
- recognise bullying and cyberbullying;

- understand the risks associated with social media;
- recognise grooming, exploitation and coercive control;
- understand consent and personal boundaries;
- understand healthy relationships;
- recognise signs of abuse and know how to report concerns;
- understand physical and mental health;
- develop healthy lifestyle choices;
- understand sexual health and relationships in an age-appropriate manner;
- understand the risks associated with drugs, alcohol, vaping and smoking;
- develop financial literacy;
- understand employment and workplace expectations;
- develop interview and communication skills;
- understand rights and responsibilities;
- prepare for independence and adulthood.

5. PSHE WITHIN ALTERNATIVE PROVISION

IWYS recognises that pupils attending Alternative Provision may have additional or different needs from pupils in mainstream education.

The PSHE curriculum will therefore be flexible and responsive.

Staff will consider:

- | | |
|-------------------------------------|------------------------------|
| • previous educational experiences; | • experiences of bullying; |
| • individual pupil needs; | • exploitation risks; |
| • SEND requirements; | • online activity and risks; |
| • safeguarding information; | • peer relationships; |
| • social and emotional development; | • family circumstances; |
| • attendance patterns; | • preparation for adulthood; |
| • behaviour and regulation needs; | • careers aspirations; |
| • vulnerabilities; | • local community risks; |
| | • individual support plans. |

PSHE teaching will not assume that all pupils have the same prior knowledge or experiences.

Staff will use appropriate differentiation, repetition and practical activities to ensure that important knowledge is revisited.

6. CURRICULUM ORGANISATION

PSHE at IWYS will be delivered through a planned programme which may include:

- dedicated PSHE lessons;
- tutor activities;
- assemblies or group sessions;
- individual mentoring;
- safeguarding education;
- careers education;
- enrichment activities;
- workshops;
- external specialist visitors;
- themed awareness days and weeks;
- cross-curricular learning;
- individual intervention;
- preparation-for-adulthood activities.

The programme may be adapted in response to:

- safeguarding concerns;
- emerging local issues;
- national events;
- pupil feedback;
- incidents within the provision;
- online trends;
- changes in legislation or guidance;
- individual pupil needs.

7. CORE PSHE CURRICULUM AREAS

The IWYS PSHE curriculum will broadly cover the following areas.

Strand 1 – Relationships

Pupils will learn about:

- friendships;
- healthy relationships;
- family relationships;
- respectful communication;
- boundaries;

- trust;
- loyalty;
- kindness;
- conflict resolution;
- peer pressure;
- consent;
- coercive behaviour;
- controlling behaviour;
- unhealthy relationships;
- domestic abuse;
- teenage relationship abuse;
- sexual harassment;
- sexual violence;
- recognising abuse;
- seeking help;
- respecting differences.

The DfE guidance emphasises positive relationships, boundaries, respect and the ability to recognise and report harm. ([GOV.UK](https://www.gov.uk))

8. RELATIONSHIPS AND SEX EDUCATION (RSE)

Where pupils receive secondary education, IWYS will provide Relationships and Sex Education in accordance with the statutory framework.

RSE will be:

- age appropriate;
- developmentally appropriate;
- factual;
- inclusive;
- respectful;
- safeguarding-led;
- sensitive to pupils' backgrounds and experiences;
- accessible to pupils with SEND.

Topics may include:

- healthy relationships;
- consent;
- boundaries;

- respect;
- communication;
- puberty;
- sexual health;
- contraception;
- pregnancy;
- sexually transmitted infections;
- sexual exploitation;
- pornography and unrealistic expectations;
- sexting and sharing intimate images;
- online sexual risks;
- sexual harassment;
- sexual violence;
- relationship abuse;
- seeking help and support.

Teaching will focus on helping pupils understand risks, make informed decisions and know where to obtain appropriate help.

The 2026 DfE guidance states that RSE should be sequenced carefully, be relevant and responsive to pupils' needs, and be delivered by staff or external providers who have appropriate knowledge, skills and safeguarding awareness. ([GOV.UK](https://www.gov.uk))

9. WITHDRAWAL FROM SEX EDUCATION

Parents/carers have a right to request that their child is withdrawn from some or all sex education delivered as part of statutory RSE, subject to the arrangements set out in the DfE guidance.

Parents/carers cannot withdraw pupils from:

- relationships education;
- health education;
- science curriculum content;
- statutory content which forms part of the science curriculum.

Before agreeing to a withdrawal request, IWYS will discuss the request with the parent/carer and, where appropriate, the pupil.

The discussion may include:

- | | |
|--|---|
| • the content being taught; | • potential consequences of withdrawal; |
| • the purpose of the education; | • safeguarding considerations |
| • the benefits of receiving the education; | |

From three terms before a pupil turns 16, the pupil has the right to opt back into sex education where a parent/carer has previously requested withdrawal.

If a pupil is withdrawn, IWYS will provide appropriate and purposeful alternative education.

These arrangements reflect the 2026 statutory guidance. ([GOV.UK](https://www.gov.uk))

10. HEALTH AND WELLBEING

Health education will help pupils understand how to maintain and improve their physical and mental health.

Topics may include:

Physical health

- healthy eating;
- hydration;
- physical activity;
- sleep;
- personal hygiene;
- dental health;
- puberty;
- body changes;
- sexual health;
- illness;
- medicines;
- first aid;
- medical conditions;
- health services.

Mental health

- understanding emotions;
- anxiety;
- stress;
- low mood;
- resilience;
- self-esteem;
- coping strategies;
- managing pressure;
- asking for help;
- supporting friends;
- stigma surrounding mental health;
- crisis support and emergency help.

Pupils will be taught that seeking help is a strength and that they should speak to a trusted adult if they are worried about themselves or somebody else.

11. DRUGS, ALCOHOL, VAPING AND SMOKING

Pupils will receive age-appropriate education about:

- alcohol;
- smoking;
- vaping;
- nicotine;
- illegal drugs;
- prescription medicines;
- drug-related risks;
- addiction;
- peer pressure;
- substance misuse;
- legal consequences;
- physical and mental health consequences;
- exploitation associated with drugs;
- county lines and criminal exploitation;
- accessing support.

The programme will avoid simply using scare tactics and will focus on accurate information, risk reduction, decision-making and seeking help.

12. ONLINE SAFETY AND DIGITAL WELLBEING

Online safety forms an important part of PSHE.

Pupils will learn about:

- social media;
- online identity;
- privacy;
- passwords and account security;
- location sharing;
- digital footprints;
- cyberbullying;
- online grooming;
- exploitation;
- inappropriate content;
- pornography;
- scams and fraud;

- misinformation and fake news;
- online peer pressure;
- image sharing;
- sexting;
- artificial intelligence and online content;
- gaming;
- online relationships;
- reporting harmful content;
- blocking and reporting users;
- obtaining help.

Pupils will be taught that behaviour online should meet the same standards of respect expected offline.

The DfE guidance specifically identifies online relationships, harmful content, privacy, image sharing and seeking help as areas of learning. ([GOV.UK](https://www.gov.uk))

13. SAFEGUARDING THROUGH PSHE

PSHE will contribute directly to the safeguarding culture of IWYS.

Pupils will be taught how to recognise and respond to:

- abuse;
- neglect;
- exploitation;
- grooming;
- sexual harassment;
- sexual violence;
- domestic abuse;
- coercive control;
- peer-on-peer / child-on-child abuse;
- bullying;
- cyberbullying;
- criminal exploitation;
- sexual exploitation;
- online risks;
- unsafe adults;
- unsafe situations.

Pupils will be taught:

"It is never your fault if someone harms, abuses or exploits you."

Pupils will know:

- who the trusted adults are at IWYS;
- how to report a concern;
- how to ask for help;
- what to do if they do not feel listened to;
- how to access external sources of support.

KCSIE 2026 states that safeguarding is everyone's responsibility and requires staff to act on concerns without delay and follow the school's safeguarding procedures. ([GOV.UK](https://www.gov.uk))

14. CHILD-ON-CHILD ABUSE

PSHE will contribute to preventing child-on-child abuse by teaching pupils about:

- respect;
- boundaries;
- consent;
- personal space;
- acceptable behaviour;
- bullying;
- sexual harassment;
- sexual violence;
- harmful sexual behaviour;
- discrimination;
- online abuse;
- reporting concerns.

Any disclosure or safeguarding concern arising during PSHE must be dealt with in accordance with IWYS safeguarding procedures.

Staff must never promise a pupil confidentiality where a safeguarding concern may exist.

15. EQUALITY, DIVERSITY AND INCLUSION

PSHE will promote:

- respect;
- equality;
- dignity;
- inclusion;
- tolerance;
- understanding;

- positive relationships;
- appreciation of difference.

Teaching will challenge:

- prejudice;
- discrimination;
- racism;
- sexism;
- homophobia;
- biphobia;
- transphobia;
- disability discrimination;
- religious intolerance;
- stereotypes;
- discriminatory language.

The curriculum will comply with the Equality Act 2010.

Pupils will be encouraged to understand that people may have different:

- backgrounds;
- cultures;
- families;
- beliefs;
- abilities;
- characteristics;
- identities;
- experiences.

16. MENTAL HEALTH AND EMOTIONAL WELLBEING

PSHE will support IWYS's whole-school approach to mental health.

Pupils will develop:

- emotional literacy;
- resilience;
- self-awareness;
- self-esteem;
- coping skills;
- problem-solving skills;

- communication skills;
- help-seeking skills.

Lessons may include:

- recognising emotions;
- managing anger;
- managing anxiety;
- dealing with disappointment;
- coping with change;
- handling conflict;
- positive self-talk;
- healthy routines;
- sleep;
- social media and wellbeing;
- pressure and expectations;
- when and how to ask for professional help.

PSHE is not a replacement for professional mental health intervention. Where concerns arise, staff will follow the school's safeguarding and wellbeing procedures.

17. FINANCIAL EDUCATION AND ECONOMIC WELLBEING

Pupils will be prepared for financial independence.

Topics may include:

- money management;
- budgeting;
- saving;
- bank accounts;
- wages;
- payslips;
- tax;
- National Insurance;
- benefits;
- borrowing;
- debt;
- credit;
- interest;
- scams;

- gambling;
- online spending;
- consumer rights;
- financial exploitation.

Pupils will be encouraged to understand the consequences of financial decisions and develop practical budgeting skills.

18. CAREERS AND PREPARATION FOR ADULTHOOD

PSHE will complement careers education by helping pupils develop:

- communication skills;
- teamwork;
- punctuality;
- reliability;
- responsibility;
- workplace behaviour;
- interview skills;
- CV awareness;
- workplace rights;
- understanding of employment;
- financial awareness;
- goal setting;
- aspiration;
- independent living skills.

Where appropriate, PSHE activities will link to pupils' individual career aspirations and destinations.

19. CITIZENSHIP AND LIFE IN MODERN BRITAIN

Pupils will develop an understanding of:

- rights and responsibilities;
- democracy;
- the rule of law;
- individual liberty;
- mutual respect;
- tolerance;
- community responsibility;
- British values;

- crime and consequences;
- discrimination;
- equality;
- the role of public services;
- voting and civic participation in an age-appropriate manner;
- community safety.

The aim is to help pupils understand their role within their community and wider society.

20. PERSONAL SAFETY

Pupils will develop practical safety skills relating to:

- road safety;
- public transport;
- strangers and unsafe adults;
- emergency situations;
- fire safety;
- first aid;
- personal information;
- online safety;
- personal belongings;
- risky environments;
- seeking help.

The programme will encourage pupils to assess risk and make safer decisions.

21. EXTREMISM, RADICALISATION AND EXPLOITATION

Where appropriate to pupils' age and circumstances, PSHE may address:

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| • extremism; | • conspiracy theories; |
| • radicalisation; | • misinformation; |
| • manipulation; | • criminal exploitation; |
| • grooming; | • county lines; |
| • exploitation; | • peer pressure. |
| • harmful online communities; | |

Teaching will be factual, age appropriate and linked to safeguarding.

Any concern that a pupil may be at risk of radicalisation or exploitation must be reported through IWYS safeguarding procedures.

22. CONSENT AND BOUNDARIES

Pupils will be taught that:

- everyone has personal boundaries;
- people have the right to say no;
- consent must be freely given;
- consent can be withdrawn;
- pressure is not consent;
- silence is not automatically consent;
- people should respect other people's boundaries;
- online consent is important;
- sharing another person's private information or images without permission can cause harm.

Teaching will be age and developmentally appropriate.

23. TEACHING APPROACH

PSHE lessons will use a range of teaching methods, including:

- discussion;
- paired work;
- group work;
- scenarios;
- role play where appropriate;
- quizzes;
- case studies;
- videos;
- worksheets;
- problem-solving activities;
- reflection;
- debates;
- practical activities;
- anonymous question boxes;
- individual tasks.

Lessons should be engaging and participative.

Staff should avoid putting pupils under pressure to disclose personal experiences.

Pupils should not be required to discuss their own personal circumstances as part of an activity.

24. SAFE LEARNING ENVIRONMENT

Staff will establish clear expectations before sensitive lessons.

These may include:

- respect everyone's views;
- no laughing at another person's contribution;
- no personal questioning;
- no naming other pupils;
- no sharing confidential information;
- use appropriate language;
- challenge ideas rather than individuals;
- pupils may ask questions;
- pupils can speak to a member of staff privately if concerned.

Ground rules may be revisited regularly.

25. HANDLING DIFFICULT QUESTIONS

PSHE can involve sensitive topics.

Staff will:

- answer questions factually;
- remain calm and professional;
- use age-appropriate language;
- avoid unnecessary detail;
- avoid expressing personal views;
- acknowledge when they do not know an answer;
- provide reliable information;
- use approved resources;
- consider safeguarding implications.

If a question suggests that a pupil may be experiencing harm, abuse or exploitation, the member of staff must follow safeguarding procedures.

26. DISCLOSURES DURING PSHE

A pupil may disclose information during PSHE.

Staff must:

1. listen calmly;
2. take the pupil seriously;
3. avoid leading questions;

4. avoid investigating the matter themselves;
5. not promise confidentiality;
6. explain that information may need to be shared to keep them safe;
7. record the concern accurately;
8. report the concern immediately to the DSL or deputy DSL.

The normal safeguarding procedure takes priority over the lesson.

27. PUPILS WITH SEND

IWYS will ensure PSHE is accessible to pupils with special educational needs and disabilities.

Adaptations may include:

- differentiated worksheets;
- simplified language;
- visual resources;
- additional explanation;
- repetition;
- smaller-group teaching;
- individual support;
- alternative methods of recording;
- sensory considerations;
- additional processing time;
- pre-teaching vocabulary;
- careful consideration of communication needs.

The DfE's 2026 RSHE guidance specifically requires schools to explain how content will be made accessible to pupils with SEND. ([GOV.UK](https://www.gov.uk))

28. TRAUMA-INFORMED PRACTICE

Because pupils attending Alternative Provision may have experienced adverse or difficult circumstances, staff will use a sensitive and trauma-informed approach.

Staff should:

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| • avoid unnecessary pressure to disclose; | • establish clear boundaries; |
| • recognise possible emotional triggers; | • provide reassurance; |
| • provide appropriate opportunities to take a break; | • avoid judgemental language; |
| • use predictable routines; | • maintain professional curiosity; |
| | • follow safeguarding procedures. |

Trauma-informed practice does not mean lowering expectations or ignoring inappropriate behaviour.

29. EXTERNAL SPEAKERS AND PROVIDERS

IWYS may use appropriately selected external organisations or professionals to enhance PSHE provision.

Before an external provider is used, IWYS will consider:

- suitability;
- safeguarding arrangements;
- qualifications and experience;
- DBS requirements where applicable;
- content and resources;
- age appropriateness;
- equality considerations;
- accuracy of information;
- safeguarding implications;
- alignment with the curriculum;
- professional references where appropriate.

External providers must follow IWYS safeguarding procedures.

The DfE guidance states that schools should ensure external providers have the knowledge, skills and confidence required to provide safe and supportive participative education. ([GOV.UK](https://www.gov.uk))

30. RESOURCES

Resources used in PSHE will be:

- accurate;
- age appropriate;
- developmentally appropriate;
- inclusive;
- accessible;
- suitable for pupils' needs;
- consistent with IWYS safeguarding expectations.

Staff will review resources before use.

Parents/carers will be able to request information about PSHE/RSE curriculum materials in accordance with the school's policy and statutory guidance.

31. PARENT AND CARER ENGAGEMENT

IWYS recognises the important role parents and carers play in supporting pupils' personal development.

Parents/carers will be:

- informed about the PSHE/RSE programme;
- provided with access to the relevant policy;
- able to raise questions or concerns;
- informed about significant changes to the programme;
- given appropriate information about sensitive RSE content.

The DfE's 2026 guidance requires schools to proactively engage and consult parents when developing and reviewing their RSE policy and to make the policy available free of charge. ([GOV.UK](https://www.gov.uk))

32. PUPIL VOICE

IWYS will seek pupil views when reviewing and developing PSHE provision.

Pupils may provide feedback through:

- questionnaires;
- discussions;
- tutor time;
- individual meetings;
- anonymous feedback;
- lesson evaluations;
- pupil voice activities.

Pupil feedback will be considered alongside safeguarding information, staff observations and curriculum requirements.

33. SAFEGUARDING REFERRALS

PSHE staff are not expected to resolve safeguarding concerns themselves.

Any concern involving:

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| • abuse; | • sexual harassment; |
| • neglect; | • domestic abuse; |
| • exploitation; | • child-on-child abuse; |
| • self-harm; | • criminal exploitation; |
| • suicidal thoughts; | • radicalisation; |
| • sexual violence; | • online harm; |

must be reported in accordance with the IWYS Child Protection and Safeguarding Policy.

The DSL will determine the appropriate response.

34. CONFIDENTIALITY

PSHE lessons will not operate under absolute confidentiality.

Pupils will be informed that information may need to be shared if:

- someone is at risk of harm;
- a safeguarding concern is disclosed;
- there is a risk to another person;
- a legal or safeguarding duty requires information to be shared.

Staff will explain confidentiality boundaries clearly and sensitively.

35. ASSESSMENT

PSHE assessment will focus on knowledge, understanding and personal development rather than judging pupils' personal beliefs or experiences.

Assessment methods may include:

- baseline assessments;
- quizzes;
- knowledge checks;
- written work;
- scenario responses;
- discussions;
- reflection activities;
- pupil self-assessment;
- end-of-topic assessments;
- teacher observations.

Assessment will help identify:

- gaps in knowledge;
 - misconceptions;
 - topics requiring further teaching;
 - individual support needs;
 - curriculum strengths.
-

36. RECORDING AND MONITORING

IWYS will maintain appropriate records of PSHE delivery.

Records may include:

- lesson plans;
- schemes of work;
- attendance;
- assessment information;
- pupil work;
- pupil feedback;
- intervention records;
- external provider information;
- curriculum evaluations.

Safeguarding disclosures must be recorded through the appropriate safeguarding system and must not be recorded simply as routine PSHE assessment information.

37. CURRICULUM MONITORING

The PSHE Lead will monitor the effectiveness of the programme.

Monitoring may include:

- lesson observations;
- work scrutiny;
- pupil voice;
- staff feedback;
- curriculum mapping;
- assessment review;
- safeguarding data;
- attendance information;
- behaviour information;
- parent/carer feedback.

The leadership team will use monitoring to identify areas for improvement.

38. STAFF TRAINING

Staff involved in PSHE will receive appropriate guidance and training.

Training may include:

- safeguarding;
- child protection;
- online safety;
- mental health;
- RSE;
- harmful sexual behaviour;
- child-on-child abuse;
- exploitation;
- radicalisation;
- equality and diversity;
- SEND;
- trauma-informed practice.

All staff must remain familiar with current safeguarding procedures.

KCSIE 2026 requires staff to follow the school's safeguarding arrangements and to report safeguarding concerns without delay. ([GOV.UK](https://www.gov.uk))

39. MOBILE PHONES AND DIGITAL DEVICES

PSHE will reinforce IWYS expectations concerning mobile phones and digital devices.

Pupils will learn about:

- responsible device use;
- privacy;
- image sharing;
- cyberbullying;
- online communication;
- digital footprints;
- online safety.

IWYS will operate its own mobile phone arrangements in accordance with its current Mobile Phone Policy and applicable DfE guidance.

The DfE's statutory mobile phone guidance came into force on 29 June 2026 and schools were expected to begin following it from 1 September 2026. ([GOV.UK](https://www.gov.uk))

40. LINKS WITH OTHER CURRICULUM AREAS

PSHE may be reinforced through:

- English;
- Science;
- PE;
- Computing;
- Citizenship;
- Careers;
- Mathematics;
- Hair and Beauty;
- vocational learning;
- enrichment activities.

For example:

Science: puberty, reproduction, physical health and sexual health.

English: communication, persuasive language, discussion and writing.

Mathematics: budgeting, wages and financial education.

Computing: online safety and digital literacy.

PE: physical health, teamwork and wellbeing.

Careers: employability, workplace behaviour and preparation for adulthood.

41. PSHE CURRICULUM OVERVIEW 2026–2027

Term	Main Themes
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Autumn 1	Settling in, relationships, respect, behaviour, safeguarding, personal safety
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Autumn 2	Mental health, resilience, self-esteem, bullying, cyberbullying and online safety
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Spring 1	Healthy lifestyles, physical health, drugs, alcohol, vaping and smoking
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Spring 2	Relationships, consent, boundaries, RSE and sexual health
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Summer 1	Careers, employability, financial education and preparation for adulthood
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Summer 2	Citizenship, crime and consequences, exploitation, community safety, future planning
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The exact programme will be adapted according to pupil needs, safeguarding priorities, curriculum requirements and emerging issues.

42. EMERGING ISSUES

IWYS recognises that PSHE must respond to issues affecting young people.

The curriculum may therefore be amended during the academic year to address emerging concerns such as:

- new social media trends;
- online challenges;
- artificial intelligence;
- cybercrime;
- scams;
- vaping;
- new forms of exploitation;
- harmful online communities;
- local crime risks;
- serious violence;
- safeguarding concerns;
- emerging health concerns.

Parents/carers will be informed where significant changes are made to the published RSE programme.

43. STAFF RESPONSIBILITIES

Headteacher / Senior Leadership Team

The Headteacher/Senior Leadership Team will:

- ensure appropriate PSHE provision;
- ensure statutory requirements are met;
- ensure safeguarding procedures are embedded;
- allocate appropriate resources;
- support staff training;
- monitor the effectiveness of provision.

PSHE Lead

The PSHE Lead will:

- develop the PSHE programme;
- maintain curriculum documentation;
- coordinate resources;
- monitor delivery;
- support staff;
- evaluate pupil progress;

- gather pupil voice;
- liaise with parents/carers where appropriate;
- review the curriculum annually.

Designated Safeguarding Lead

The DSL will:

- oversee safeguarding concerns;
- advise staff;
- ensure disclosures are dealt with appropriately;
- coordinate safeguarding referrals;
- ensure PSHE supports the wider safeguarding curriculum.

Teachers and Support Staff

Staff will:

- deliver PSHE appropriately;
- establish safe learning environments;
- use approved resources;
- identify concerns;
- follow safeguarding procedures;
- respect confidentiality boundaries;
- adapt learning for individual needs.

44. COMPLAINTS

Any complaint regarding PSHE or RSE should initially be raised with the Head of Provision.

Complaints will be handled in accordance with the IWYS Complaints Policy.

Parents/carers may request information about the curriculum and resources used.

45. POLICY REVIEW

This policy will be reviewed annually or sooner where:

- legislation changes;
- DfE guidance changes;
- safeguarding requirements change;
- significant curriculum changes occur;
- local safeguarding risks change;
- monitoring identifies a need for revision.

The next scheduled review is:

September 2027

46. POLICY APPROVAL

Policy: Personal, Social, Health and Economic (PSHE) Education Policy

Organisation: IWYS Alternative Provision

Academic Year: 2026–2027

Approved: September 2026

Review: September 2027

Head of Provision : Charmaine Baines

Date: September 2026

APPENDIX 1 – PSHE CURRICULUM STRANDS

1. Relationships

- Friendships
- Families
- Healthy relationships
- Conflict
- Respect
- Boundaries
- Consent
- Abuse
- Domestic abuse
- Sexual harassment
- Sexual violence

2. Health and Wellbeing

- Physical health
- Mental health
- Sleep
- Nutrition
- Exercise
- Hygiene
- Emotional wellbeing
- Resilience
- Self-esteem

3. RSE

- Puberty
- Relationships
- Consent
- Sexual health
- Contraception
- Pregnancy
- STIs
- Online sexual risks
- Pornography
- Sexting
- Sexual exploitation

4. Online Safety

- Social media
- Cyberbullying
- Grooming
- Online exploitation
- Privacy
- Digital footprints
- Image sharing
- Scams
- Misinformation
- AI

5. Drugs and Substance Misuse

- Alcohol
- Smoking
- Vaping
- Nicotine
- Illegal drugs
- Medicines
- Addiction
- Peer pressure
- Exploitation

6. Economic Wellbeing

- Budgeting
- Saving
- Banking
- Wages
- Tax
- Debt
- Credit
- Gambling
- Scams
- Consumer awareness

7. Careers and Preparation for Adulthood

- Employability
- CVs
- Interviews
- Workplace behaviour
- Rights at work
- Further education
- Apprenticeships
- Independent living
- Financial independence

8. Citizenship and Society

- Rights
 - Responsibilities
 - Democracy
 - Rule of law
 - Equality
 - Diversity
 - Community
 - Crime
 - Consequences
 - British values
-

APPENDIX 2 – SAFEGUARDING RESPONSE FOR PSHE STAFF

If a pupil discloses a concern:

LISTEN → REASSURE → DO NOT INVESTIGATE → DO NOT PROMISE CONFIDENTIALITY → RECORD → REPORT TO DSL

Staff should:

1. Remain calm.
2. Listen carefully.
3. Allow the pupil to speak.
4. Avoid leading questions.
5. Do not investigate.
6. Do not promise secrecy.
7. Explain what will happen next.
8. Record the concern accurately.
9. Report immediately to the DSL/deputy DSL.
10. Follow the IWYS Child Protection and Safeguarding Policy.

If there is immediate danger, emergency services should be contacted in accordance with safeguarding procedures.