

Personal, Social, Health and Economic (PSHE) Education and Relationships and Sex Education (RSE) Policy

This policy was updated: **September 2026**

This policy will be reviewed: **September 2027**

Statutory policy? **Yes**

1. Policy Statement

Nulogic is committed to providing high-quality Personal, Social, Health and Economic (PSHE) education and Relationships and Sex Education (RSE) which equips learners with the knowledge, understanding and skills they need to lead safe, healthy, fulfilling and successful lives.

Our PSHE curriculum forms an important part of Nulogic's wider Personal Development curriculum. It supports learners to develop positive relationships, understand themselves and others, manage risks, make informed decisions, prepare for adulthood and participate positively in modern Britain.

Nulogic provides education for learners with a range of different educational experiences, starting points and additional needs. Some learners may have experienced disrupted education, low attendance, exclusion, trauma, adverse childhood experiences, social, emotional and mental health (SEMH) needs and/or special educational needs and disabilities (SEND).

Our approach is therefore inclusive, responsive and appropriately adapted while maintaining high expectations for all learners. Adaptation of delivery does not mean reducing learners' entitlement to important knowledge.

The curriculum is designed to ensure that learners receive age-appropriate, developmentally appropriate and relevant learning which supports their safety, wellbeing, relationships and preparation for adulthood.

2. Statutory and Regulatory Framework

This policy has been developed with regard to relevant legislation and statutory guidance, including:

- The Education (Independent School Standards) Regulations 2014, as amended
- The Independent School Standards guidance
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, in force from 1 September 2026
- The Education Act 1996
- The Education Act 2002
- The Children Act 1989 and Children Act 2004
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- Statutory safeguarding and Prevent requirements
- The Baker Clause Act 2022

- Relevant requirements relating to the spiritual, moral, social and cultural development of learners

As an independent education provider, Nulogic ensures that its curriculum provides learners with appropriate PSHE education which reflects the provision's aims and ethos and encourages respect for other people.

Nulogic provides:

- Relationships Education for learners receiving primary education
- Relationships and Sex Education (RSE) for learners receiving secondary education
- appropriate education relating to physical and mental health and wellbeing across the curriculum.

Nulogic maintains this written policy and will consult parents and carers when the policy is developed or substantially revised.

3. Aims

Through PSHE and RSE, Nulogic aims to enable learners to:

- Develop confidence, resilience, self-esteem and a positive sense of identity
- Understand and manage emotions appropriately
- Recognise the characteristics of healthy and unhealthy relationships
- Understand consent, personal boundaries and respect
- Develop safe, respectful and positive relationships with others
- Recognise abuse, exploitation, coercion, harassment and other harmful behaviours
- Understand how and where to seek help
- Understand how to keep themselves and others safe, including online
- Develop an age-appropriate understanding of physical and mental health
- Understand puberty and the physical and emotional changes associated with growing up
- Develop age-appropriate knowledge about intimate and sexual relationships during secondary education
- Make informed and responsible decisions
- Understand the potential consequences of risk-taking behaviour
- Develop financial awareness and economic wellbeing
- Prepare for education, employment, training and adult life
- Understand and respect difference
- Challenge discrimination, prejudice and harmful stereotypes
- Understand their rights and responsibilities
- Develop the skills required to participate positively in their community and wider society

- Understand the importance of equality, respect, tolerance and the fundamental British values

4. Curriculum Framework

Nulogic's PSHE curriculum is informed by and mapped against the PSHE Association Programme of Study and associated Curriculum Models.

The curriculum is structured around the PSHE Association's three core themes:

Health and Wellbeing

This includes physical health, mental wellbeing, emotional literacy, healthy lifestyles, risk management, drugs, alcohol and tobacco, first aid, personal safety, puberty and preparing for adulthood.

Relationships

This includes families, friendships, respectful relationships, consent and boundaries, managing conflict, recognising unhealthy relationships, safeguarding, online relationships and, at secondary level, intimate and sexual relationships.

Living in the Wider World

This includes economic wellbeing, money, careers, employability, aspirations, digital literacy, rights and responsibilities and preparation for life beyond Nulogic.

The curriculum is planned as a progressive and sequenced programme. Key concepts are revisited at increasing levels of complexity so that learners can build upon previous knowledge and apply their learning to increasingly complex situations.

In addition, our curriculum is highly responsive to the local context. Topics are regularly adapted to reflect specific local safeguarding risks—such as regional trends in youth violence, exploitation, or substance misuse—identified in partnership with local safeguarding agencies.

5. Primary Provision - KS1 and KS2

For learners receiving primary education, Nulogic provides age-appropriate PSHE and statutory Relationships Education.

Teaching develops progressively according to learners' age, maturity, needs and previous learning.

Primary Relationships Education includes appropriate teaching about:

- Families and people who care for us
- Different types of families
- Caring friendships
- Respectful relationships
- Kindness and consideration
- Recognising and respecting personal boundaries
- Appropriate and inappropriate contact
- Asking for and giving permission
- Privacy
- Recognising unsafe situations
- How to report concerns
- Trusted adults
- Bullying and harmful behaviour
- Online relationships
- Online safety
- Appropriate use of technology
- Recognising that information and images online may be false or misleading
- Protecting personal information
- How and where to seek help

Health and wellbeing learning includes age-appropriate teaching about:

- Emotional wellbeing
- Recognising and naming emotions
- Resilience
- Physical health and fitness
- Healthy eating
- Sleep
- Personal hygiene
- Dental health
- Medicines
- Drugs, alcohol and tobacco
- Basic first aid
- Personal safety
- Puberty and the physical and emotional changes associated with growing up

Where teaching relates to puberty, reproduction or safeguarding, Nulogic will ensure that learners receive accurate, factual and age-appropriate information.

Sex Education at Primary Phase

Sex education beyond that contained within the science curriculum is not a compulsory element of primary Relationships Education.

Where Nulogic determines that additional sex education is appropriate for primary-aged learners, the content will be clearly identified within curriculum planning and will be age and developmentally appropriate.

Parents and carers will be informed about the content and purpose of this teaching and their right to request withdrawal from any non-statutory sex education.

6. Secondary Provision - KS3 and KS4

For learners receiving secondary education, Nulogic provides statutory Relationships and Sex Education alongside its wider PSHE and Personal Development curriculum.

Teaching builds upon knowledge developed during primary education while recognising that learners joining Nulogic may have gaps in previous learning.

Secondary RSE includes age-appropriate teaching relating to:

- Families and different types of committed relationships
- Respectful relationships
- Friendships
- Intimate relationships
- Consent
- Personal boundaries
- Sexual harassment
- Sexual violence
- Coercion and controlling behaviour
- Domestic abuse
- Exploitation
- Grooming
- Harmful sexual behaviour
- Online relationships
- Sharing sexual images
- Pornography and sexually explicit content
- The impact of online content on expectations about relationships and sex
- Sexual health
- Contraception
- Pregnancy

- Sexually transmitted infections
- Accessing appropriate health advice and services
- The law relating to sexual relationships and consent
- Recognising and reporting abuse

Teaching will be factual, balanced, age appropriate and sensitive to the needs of learners.

RSE will not promote sexual activity. Its purpose is to provide learners with the knowledge and skills they need to make informed, safe and responsible decisions and to understand healthy relationships, consent, personal safety and the law.

7. Online Safety and Emerging Technologies

Online safety is an integral part of PSHE, RSE and safeguarding at Nulogic.

Teaching will be responsive to emerging risks and will include age-appropriate education concerning:

- Social media
- Online relationships
- Cyberbullying
- Grooming
- Exploitation
- Privacy and personal information
- Image sharing
- Sexting and sharing nude or semi-nude images
- Pornography
- Misinformation and disinformation
- Harmful online communities
- Online misogyny and harmful stereotypes
- Artificial intelligence
- Manipulated images, videos and deepfakes
- The permanence and potential reach of online material
- Accessing help when something has gone wrong online
- Online life, AI and emerging digital risks

Learners will be taught to critically evaluate online information and recognise that online content does not always accurately represent healthy relationships, bodies, sexuality or real-life experiences.

8. Consent, Respect and Healthy Relationships

Understanding consent and personal boundaries is developed progressively throughout Nulogic's curriculum.

From an early age, learners learn about privacy, personal space, appropriate touch, permission and respecting other people's boundaries.

At secondary level this develops into explicit teaching about consent within intimate and sexual relationships.

Learners will learn that consent must be freely given, can be withdrawn, and should never be assumed because of a previous relationship, previous consent or pressure from another person.

Teaching will also help learners recognise coercion, manipulation, exploitation, harassment and abusive behaviour and understand how to seek support.

9. Safeguarding

PSHE and RSE are important components of Nulogic's safeguarding arrangements.

Teaching learners about healthy relationships, consent, boundaries, exploitation, abuse, online safety and how to seek help supports learners to recognise when they or another person may be at risk.

All PSHE and RSE teaching will be delivered within Nulogic's established safeguarding procedures.

Learners will be reminded that staff cannot promise confidentiality where information indicates that a learner or another person may be at risk of harm.

If a learner makes a disclosure or raises a safeguarding concern during PSHE or RSE:

- Staff will listen appropriately and avoid asking leading questions;
- The learner will be reassured that they have done the right thing by speaking;
- The member of staff will explain that the information may need to be shared with the Designated Safeguarding Lead (DSL);
- The concern will be recorded using Nulogic's safeguarding recording procedures; and
- The DSL or Deputy DSL will determine any necessary safeguarding action.

Staff will remain alert to the possibility that sensitive curriculum content may trigger disclosures or emotional responses, particularly for learners with previous experiences of trauma or abuse.

10. SEND, SEMH and Alternative Provision

Nulogic recognises that learners with SEND and/or SEMH needs may be particularly vulnerable to exploitation, bullying, abuse, unhealthy relationships and online harm.

Learners may also have gaps in knowledge resulting from disrupted attendance or previous educational experiences.

Nulogic will therefore make PSHE and RSE accessible through appropriate adaptations.

These may include:

- Smaller teaching groups
- Individual teaching where appropriate
- Simplified or concrete language
- Visual resources
- Repetition and overlearning
- Pre-teaching key vocabulary
- Breaking learning into smaller steps
- Additional processing time
- Practical scenarios
- Social stories
- Carefully structured discussion
- Alternative recording methods
- Regulation or movement breaks
- Use of a trusted adult
- Consideration of sensory needs
- Revisiting content where previous learning is insecure

Adaptations will be made according to individual need and will not unnecessarily restrict a learner's entitlement to important safeguarding and relationship knowledge.

Where appropriate, individual education plans, EHCP outcomes, safeguarding information and professional advice will inform the way content is delivered.

11. Trauma-Informed and Sensitive Delivery

Nulogic recognises that some learners may have experienced trauma, abuse, exploitation, bereavement, family breakdown or other adverse experiences.

Staff will therefore avoid making assumptions about learners' experiences or family circumstances.

Teaching will normally use third-person scenarios rather than asking learners to disclose personal experiences.

Ground rules will be established for sensitive discussions.

Learners will not be pressured to share personal information publicly.

Where staff are aware that forthcoming curriculum content may be particularly sensitive for an individual learner, appropriate planning will take place with safeguarding and pastoral staff.

12. Equality, Diversity and Inclusion

Nulogic will ensure that PSHE and RSE are delivered in accordance with the Equality Act 2010.

Teaching will promote dignity and respect and will challenge discrimination, prejudice, harassment and harmful stereotypes.

Learners will learn about different families, relationships, backgrounds, cultures and experiences in an age-appropriate and factual manner.

Teaching will be inclusive and will not discriminate on the basis of protected characteristics.

Nulogic will ensure that teaching is appropriate to learners' age and maturity while preparing them to understand and respect the diversity of modern Britain.

13. Creating a Safe Learning Environment

PSHE and RSE lessons will provide an environment in which learners can explore sensitive topics safely.

Staff will establish clear ground rules appropriate to the age and needs of the group.

These may include:

- Respecting other people's views
- Avoiding personal questions
- Not sharing another person's personal information
- Using appropriate language
- Recognising everyone's right to contribute or not contribute to a discussion
- Knowing how to seek further support

Anonymous question boxes or other appropriate mechanisms may be used to enable learners to ask sensitive questions safely.

Staff will answer questions honestly and factually where they are appropriate to learners' age and development.

Questions which are inappropriate for the age or context of the lesson may be addressed individually or referred to an appropriate member of staff.

14. Curriculum Delivery

PSHE and RSE are primarily delivered through Nulogic's Personal Development curriculum.

Relevant learning is also reinforced through:

- English
- Science
- Computing and online safety
- Careers education
- Employability
- Life skills
- Vocational learning
- Mentoring
- Assemblies
- Safeguarding activities
- Enrichment
- Targeted interventions where appropriate

Curriculum planning will identify what pupils should know, understand and be able to do.

Nulogic will ensure that cross-curricular delivery complements rather than replaces planned PSHE/RSE curriculum provision.

15. Assessment and Progress

PSHE and RSE will be assessed in ways appropriate to the subject.

Assessment is intended to identify learning and progress rather than judge learners' personal beliefs, experiences or lifestyles.

Methods may include:

- Baseline activities
- Questioning
- Discussion
- Scenario-based activities

- Learner reflection
- Quizzes
- Knowledge checks
- Written or practical tasks
- Exit activities
- Teacher assessment

Given the nature of alternative provision, staff will establish learners' starting points and identify gaps in previous PSHE/RSE learning wherever practicable.

Curriculum planning will respond appropriately to identified gaps.

16. Roles and Responsibilities

Proprietor/Governing Body

The Proprietor/Governing Body is responsible for ensuring that Nulogic meets applicable statutory and regulatory requirements relating to PSHE, Relationships Education and RSE.

It will ensure that the policy is appropriately reviewed, approved and made available.

Director of Education

The Director of Education has strategic responsibility for ensuring that:

- The curriculum meets statutory and regulatory requirements
- The policy is implemented consistently
- Appropriate curriculum planning and resources are available
- Staff are appropriately supported and trained
- Provision is monitored and evaluated
- PSHE/RSE forms part of Nulogic's wider safeguarding and Personal Development arrangements

Personal Development Lead

The Personal Development Lead is responsible for coordinating the PSHE/RSE curriculum, including:

- Curriculum planning and sequencing
- Supporting staff
- Monitoring delivery
- Reviewing resources
- Identifying curriculum gaps

- Ensuring appropriate primary and secondary progression
- Monitoring learner learning
- Contributing to curriculum review and development

Heads of Provision

Heads of Provision are responsible for ensuring that the agreed curriculum is implemented consistently within their provision and that any concerns relating to delivery, safeguarding or learner engagement are appropriately addressed.

Teaching Staff

Staff delivering PSHE/RSE are responsible for:

- Following agreed curriculum plans
- Creating a safe learning environment
- Using appropriate and factual language
- Adapting teaching to meet individual needs
- Maintaining professional boundaries
- Following safeguarding procedures
- Raising concerns about curriculum content, resources or learner welfare with the appropriate lead

17. Staff Training

Nulogic recognises that effective PSHE and RSE requires confident and appropriately supported staff.

Relevant staff will receive appropriate training, guidance and access to quality-assured resources.

Staff will be supported to develop confidence in teaching sensitive subjects, managing questions and recognising safeguarding concerns arising through PSHE/RSE.

Safeguarding training complements but does not replace subject-specific PSHE/RSE development.

18. Teaching Resources

Nulogic primarily uses resources and curriculum guidance informed by the PSHE Association.

Resources will be selected according to:

- Curriculum purpose

- Age appropriateness
- Accuracy
- Accessibility
- Safeguarding considerations
- SEND suitability
- Developmental appropriateness
- Relevance to learners

Resources will be reviewed before use and staff will exercise professional judgement when selecting materials for individual groups.

Nulogic will not rely solely upon external packages or resources to determine curriculum content. Resources support the implementation of Nulogic's planned and sequenced curriculum.

19. External Visitors and Agencies

External professionals or organisations may contribute to PSHE/RSE where this adds appropriate expertise or value.

Nulogic remains responsible for the curriculum when external visitors are involved.

Visitors will:

- Be appropriately checked in accordance with safeguarding procedures
- Understand the purpose and intended outcomes of their session
- Use age-appropriate and suitable materials
- Operate within Nulogic's safeguarding expectations
- Normally be accompanied or overseen by a member of Nulogic staff

External visitors will supplement rather than replace planned curriculum teaching.

20. Working with Parents and Carers

Nulogic recognises parents and carers as important partners in learners' PSHE and relationships education.

The provision will communicate openly about the purpose and content of PSHE/RSE.

Parents and carers will have opportunities to understand:

- What is being taught
- Why particular content is taught

- When key content is taught
- How it is delivered
- The resources used where appropriate
- Their right to view the specific teaching materials and resources used in RSE lessons upon request

Parents and carers may contact Nulogic if they wish to discuss curriculum content or particular concerns relating to their child.

Nullogic will consult parents and carers before adopting or making significant revisions to its Relationships Education/RSE policy.

Consultation does not provide individual parents with a veto over statutory curriculum content, but their views will be considered appropriately when the policy and curriculum are reviewed.

21. Right to Request Withdrawal

Relationships Education:

There is no parental right to withdraw a learner from Relationships Education.

Health and Safeguarding Content:

Learners cannot be withdrawn from statutory curriculum content delivered through other compulsory curriculum areas, including relevant science curriculum content.

Safeguarding education and teaching necessary to enable learners to understand personal safety, healthy relationships and how to seek help will be treated in accordance with statutory requirements.

Primary Sex Education:

Where Nulogic provides sex education to primary learners beyond content required through the science curriculum, parents and carers may request that their child is withdrawn from that additional sex education.

Such requests will be granted.

Secondary Sex Education:

Parents and carers have the right to request that their child is withdrawn from some or all of the sex education delivered as part of secondary RSE.

Requests should be made to the Director of Education.

Before reaching a decision, Nulogic will normally discuss the request with the parent or carer and, where appropriate, the learner.

This discussion will enable the provision to:

- Understand the parent's reasons
- Explain the purpose and content of the curriculum
- Explain the potential implications of withdrawal
- Consider any individual circumstances or safeguarding concerns

Except in exceptional circumstances, the request will be granted until three terms before the learner turns 16.

From three terms before their 16th birthday, a learner who has previously been withdrawn may choose to receive sex education. Where the learner wishes to do so, Nulogic will make arrangements for them to receive the teaching during one of those three terms.

Where a learner is withdrawn, Nulogic will provide appropriate and purposeful alternative education during the relevant lesson.

A record of withdrawal requests and the provision's response will be maintained.

22. Learner Voice

Nulogic will seek learners' views about PSHE/RSE provision in ways appropriate to their age and needs.

Learner voice may be gathered through:

- Discussions
- Questionnaires
- Curriculum reviews
- Mentoring
- Learner voice activities
- Informal feedback

Learner feedback will be considered alongside statutory requirements, safeguarding priorities, assessment information and parent/carers feedback when the curriculum is reviewed.

23. Confidentiality

PSHE/RSE lessons are not confidential spaces in the same way as therapeutic or medical services.

Staff will explain this to learners in an age-appropriate way.

Learners will be encouraged to seek help where necessary and will be informed about appropriate internal and external sources of support.

Where information indicates a safeguarding concern, staff will follow Nulogic's Child Protection and Safeguarding Policy.

24. Monitoring and Quality Assurance

The quality and effectiveness of PSHE/RSE will be monitored as part of Nulogic's wider curriculum and quality assurance arrangements.

Monitoring may include:

- Curriculum reviews
- Scrutiny of curriculum plans
- Learning visits
- Review of learners' work
- Learner voice
- Staff feedback
- Assessment information
- Safeguarding themes
- Attendance and engagement information
- Review of curriculum coverage

Quality assurance will consider whether:

- Statutory content is covered
- The curriculum is appropriately sequenced
- Primary and secondary requirements are clearly distinguished
- Learners build knowledge over time
- Teaching is adapted effectively for SEND and SEMH
- Learners understand how to keep themselves safe
- Staff are confident in delivering sensitive content
- Identified gaps in learning are addressed

Findings will inform curriculum development, staff training and Nulogic's wider improvement planning.

25. Links with Other Policies

This policy should be read alongside relevant Nulogic policies and procedures, including:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- SEND Policy
- Equality Policy
- Curriculum Policy
- Careers Education, Information, Advice and Guidance arrangements
- Prevent and radicalisation procedures
- Staff Code of Conduct
- Attendance Policy
- Relevant health and safety policies

26. Policy Consultation, Publication and Review

Nulogic will consult parents and carers when developing or substantially revising its Relationships Education/RSE policy.

The policy will be made available on Nulogic's website and a copy will be provided free of charge to parents, carers or other interested parties on request.

The policy will normally be reviewed annually and earlier where:

- Statutory guidance changes;
- Legislation or regulatory requirements change
- Safeguarding themes indicate that changes are required
- Curriculum evaluation identifies an area for improvement o
- Significant changes are made to Nulogic's provision.

The next scheduled review will take place by September 2027.

27. Approval

Policy Owner: Personal Development Lead

Approved by: Director of Education

Date: September 2026

Next Review: September 2027