



New Direction School



PSHE and RSE Policy

Reviewed Date:	Reviewed By:	List of changes	Next Review
August 2023	Luke Collins	<ul style="list-style-type: none"> Re-Written to include updated guidance and changes to the PSHE Curriculum using the PSHE Association framework 	August 2024
August 2024	Adrian Anderson	<ul style="list-style-type: none"> Reviewed with no changes 	August 2025
August 2025	Luke Collins	Full redraft to align with DfE July 2025 RSHE statutory guidance for introduction from 1 September 2026. Corrected statutory references; added parent consultation and access to materials; clarified withdrawal from sex education; strengthened safeguarding, SEND, Independent School Standards and curriculum mapping; added New Direction wider PSHE/RSE delivery model.	August 2026

1. Policy Overview

This policy outlines New Direction School's commitment to providing effective, inclusive, age-appropriate and developmentally appropriate Personal, Social, Health and Economic Education (PSHE), Relationships and Sex Education (RSE), and health and wellbeing education for all learners.

New Direction recognises that parents and carers are the first educators of their children in relationships, health, wellbeing and values. The school works in partnership with parents and carers while meeting its statutory and regulatory responsibilities to safeguard pupils, promote their wellbeing, and prepare them for the opportunities, responsibilities and experiences of adult life.

PSHE/RSE at New Direction is taught through a whole-school approach. It is delivered through dedicated PSHE lessons, separate RE lessons, ASDAN Personal and Social Effectiveness and employability work, ASDAN short courses linked to the independence curriculum, Zones of Regulation, tutor time, wellbeing checks, current affairs discussion, equine provision, practical independence learning, and cross-curricular opportunities including science, PE, Food Technology, computing/online safety and careers.

The curriculum is planned to be progressive, sequenced, inclusive and responsive to pupil need. It is particularly important for New Direction's cohort because many pupils have special educational needs and/or disabilities, social, emotional and mental health needs, or previous adverse experiences. Teaching will therefore be carefully adapted so that pupils can understand, rehearse and apply knowledge and skills safely.

2. Statutory and Regulatory Context

This policy has been written with regard to the following statutory guidance, legislation and regulatory expectations:

- Department for Education statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, July 2025, for introduction from 1 September 2026.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017.
- Education Act 1996 and Education Act 2002, including the requirement for schools to have regard to statutory RSHE guidance.
- Education (Independent School Standards) Regulations 2014, including requirements relating to the quality of education, PSHE, spiritual, moral, social and cultural development, welfare, health and safety, provision of information, and leadership and management.
- Keeping Children Safe in Education 2025.
- Working Together to Safeguard Children 2026.
- Equality Act 2010, including the protected characteristics and the need to avoid discrimination or harassment in curriculum delivery.
- SEND Code of Practice: 0 to 25 years.
- Relevant DfE guidance on behaviour, bullying, online safety, mental health, safeguarding, Prevent, domestic abuse and harmful sexual behaviour.

As an independent school, New Direction is required to provide PSHE and to prepare pupils for the opportunities, responsibilities and experiences of life in British society. Relationships and Sex Education is compulsory for pupils receiving secondary education. While the statutory health education requirements do

not apply to independent schools in the same way as maintained schools and academies, New Direction uses the DfE health and wellbeing content as a framework for high-quality PSHE and preparation for adulthood.

3. Formulation, Dissemination, Monitoring and Review

This policy is approved by the Proprietor/Directors and implemented by the Head of Education. It is reviewed at least annually, and sooner where there are changes to statutory guidance, safeguarding requirements, curriculum expectations, local risks, pupil needs or school provision.

Responsibility for implementation:

Role	Responsibility
Proprietor	Yvonne Evans - overall proprietor oversight and publication of required policy information.
Directors	Luke Collins and Hannah Oliver - strategic oversight and assurance.
Head of Education	Luke Collins - operational implementation of the policy and curriculum.
DSL	Luke Collins - safeguarding oversight of curriculum delivery, disclosures and emerging risks.
Deputy DSLs	Hannah Oliver, Emily Smith and Nikki Morris - safeguarding support and response.
SENCO	Sarah Brown - advice on accessibility, reasonable adjustments and SEND provision.
Head of Student Welfare and Communication	Nikki Morris - pupil wellbeing, communication with families and access to support.
PSHE/RSE Lead / Leader of Learning	Planning, sequencing, quality assurance, resources, assessment and staff support.

The policy will be shared with all staff and made available to parents/carers and other stakeholders. A copy will be provided free of charge to anyone who requests it and the policy will be published or otherwise made available in line with the Independent School Standards.

The review process will include consideration of pupil voice, parent/carer feedback, staff feedback, assessment information, safeguarding themes, behaviour information, CPOMS records, local authority and local safeguarding information, and developments in national guidance.

4. What is PSHE and RSE?

PSHE is lifelong learning about physical, emotional, moral, social, cultural, economic and personal development. It helps pupils to develop the knowledge, skills, attributes and confidence they need to keep themselves and others safe, form positive relationships, manage risk, support their wellbeing, access help, and prepare for adulthood.

RSE is a statutory part of the curriculum for pupils receiving secondary education. It teaches pupils about families, friendships, respectful relationships, online relationships, being safe, consent, intimate and sexual relationships, sexual health, the law, personal boundaries, equality and how to seek help.

PSHE/RSE does not encourage early sexual activity. It helps pupils understand healthy relationships, self-respect, boundaries, the law, and how to make informed and safe choices. Teaching is factual, balanced, age-appropriate, inclusive, non-judgemental and sensitive to the needs and lived experiences of pupils.

5. Why PSHE/RSE is Important at New Direction School

New Direction School recognises that high-quality PSHE/RSE is central to safeguarding, personal development, independence and preparation for adulthood. Some pupils may have gaps in prior learning, may require repeated teaching, or may need additional support to generalise learning into real-life situations.

PSHE/RSE at New Direction helps pupils to:

- understand what healthy, safe and respectful relationships look like;
- recognise unsafe, exploitative, abusive or coercive behaviour;
- understand consent, boundaries and personal privacy;
- develop emotional literacy, self-regulation and resilience;
- keep themselves safe online and offline;
- understand their rights and responsibilities under the law;
- make informed decisions about health, wellbeing, relationships, sex and sexual health;
- challenge prejudice, stereotypes, misogyny, bullying, discrimination and harmful attitudes;
- know how and where to access trusted help, including in school and externally;
- prepare for independent living, employment, community participation and adult relationships.

6. How PSHE/RSE is Delivered at New Direction School

The PSHE/RSE curriculum is delivered through a broad and balanced offer. Dedicated PSHE lessons are mapped to the DfE RSHE guidance and informed by the PSHE Association curriculum and resources. Learning is revisited regularly to support retention, understanding and application.

The wider New Direction offer includes:

- Dedicated PSHE lessons mapped to statutory RSHE guidance and the PSHE Association curriculum.
- Separate Religious Education lessons to support understanding of faith, belief, values, respect and diversity.
- ASDAN Personal and Social Effectiveness and employability units.
- ASDAN short courses mapped to the independence curriculum.
- Zones of Regulation to support emotional literacy, self-awareness, self-regulation and communication.
- Daily tutor time, including Newsround/current affairs discussion, wellbeing check-ins and opportunities to discuss topical issues safely.
- Equine provision and practical learning where pupils explore responsibility, relationships, empathy, safety, hygiene, routines and care.
- Food Technology and independence work supporting healthy eating, planning, budgeting, hygiene and preparation for adult life.
- Cross-curricular links through science, PE, computing/online safety, careers, safeguarding education and enrichment activities.

Lessons may be delivered by teachers, leaders of learning, tutors and trained staff. Support assistants help pupils to access learning. External speakers may be used to enhance provision, but the school remains responsible for the content, quality, safety and safeguarding arrangements of all sessions.

7. Key Objectives

The PSHE/RSE programme focuses on exploring attitudes and values, developing skills, and improving knowledge and understanding. It aims to develop pupils who respect themselves and others, communicate effectively, manage emotions, take responsibility for their actions, and know how to seek help.

- Develop knowledge and understanding of positive, healthy and respectful relationships of all kinds.
- Enable pupils to recognise unhealthy relationships, abuse, exploitation, coercion, grooming, harmful sexual behaviour and unsafe situations.
- Teach pupils how to recognise, respect and communicate boundaries and consent, including online.
- Support pupils to understand that ethical behaviour in relationships goes beyond consent and includes kindness, care, respect, attention to the needs and vulnerabilities of others, and awareness of power dynamics.
- Give pupils the knowledge, skills and confidence to make informed decisions about mental health, physical health, sexual health, online safety and personal safety.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life, including independence, employment, community participation, family life and healthy relationships.
- Develop awareness of relevant laws, including those relating to consent, age of consent, sexual violence, sexual harassment, domestic abuse, coercive control, forced marriage, FGM, virginity testing, hymenoplasty, pornography, online image sharing, AI-generated sexual imagery, knives, drugs, gambling, hate crime and protected characteristics.
- Support pupils to develop self-respect, resilience, emotional literacy and a positive sense of identity.
- Teach pupils how to challenge prejudice, stereotypes, misogyny, homophobia, racism, disability discrimination and other harmful attitudes safely and respectfully.
- Provide pupils with knowledge of trusted adults and services that can offer support.

8. Curriculum Content, Sequencing and Coverage

The curriculum is sequenced so that pupils develop knowledge and skills over time, revisit important themes, and are prepared for situations before they may encounter them. Content is adapted to pupils' age, stage, ability, maturity, SEND, communication needs and prior learning.

The curriculum includes, but is not limited to, the following DfE RSHE and health/wellbeing areas:

- Families and people who care for pupils.
- Caring friendships and respectful relationships.
- Online safety and awareness, including harmful content, social media, privacy, misinformation, AI-generated content, deepfakes, image sharing, sextortion, scams, pornography and harmful online influencers.
- Being safe, including boundaries, consent, sexual harassment, sexual violence, domestic abuse, coercive control, stalking, grooming, exploitation, forced marriage, FGM, virginity testing, hymenoplasty, strangulation and suffocation, and how to seek support.
- Intimate and sexual relationships, including age of consent, contraception, pregnancy options, STIs, HIV, PrEP, PEP, testing, sexual health services and medically accurate sources of advice.
- Mental wellbeing, emotional literacy, anxiety, depression, loneliness, bereavement, self-regulation, resilience and when to seek help.
- Wellbeing online, including screen time, online comparison, online relationships, gaming, gambling-like content, scams, misinformation and harmful content.
- Physical health and fitness, healthy eating, sleep, hygiene, dental health, vaccination, healthcare access, medicines and self-care.

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- Drugs, alcohol, tobacco, vaping, nicotine pouches, illicit vapes, synthetic drugs, prescription and over-the-counter medicine misuse.
- Personal safety, including roads, railways, water, public spaces, work settings, peer influence, violence, knives, exploitation and grooming.
- Basic first aid, CPR and defibrillators.
- Developing bodies, puberty, menstruation, menstrual and gynaecological health, reproductive health, fertility, menopause and when to seek medical help.
- Careers, employability, financial capability, independence and preparation for adulthood.

Appendix 1 provides a curriculum mapping table showing how New Direction's provision aligns to the DfE July 2025 guidance and how updates have been incorporated.

9. Equality, Inclusion, SEND and Support

New Direction School complies with the Equality Act 2010 and promotes respect for all pupils and families. The curriculum will not discriminate against pupils or amount to harassment. It will support pupils to understand equality, dignity, respect and the protected characteristics.

Protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Teaching will be inclusive and will reflect the diversity of modern Britain, including different family structures and relationships. Pupils will learn that families may look different and that stable, caring relationships are important for safety, wellbeing and security.

Teaching about lesbian, gay, bisexual and transgender content will be factual, respectful, age-appropriate and aligned with the law and statutory guidance. Pupils will learn about equality and respect, including sexual orientation and gender reassignment, by the end of secondary education. The school will not promote stereotypes or endorse contested views as fact.

New Direction recognises that pupils with SEND may be more vulnerable to abuse, exploitation, bullying, online harm and harmful sexual behaviour. Teaching will therefore be differentiated and adapted through:

- clear language, visual supports and repetition;
- small-group or individual work where appropriate;
- pre-teaching or post-teaching where needed;
- adapted resources for communication, cognition, social understanding and emotional regulation;
- planned links to EHCP outcomes, preparation for adulthood and independence targets;
- additional pastoral or safeguarding support when sensitive topics may be difficult for a pupil;
- consultation with parents/carers where individual access arrangements or trauma-informed adaptations are needed.

10. Parent/Carer Engagement, Consultation and Access to Materials

New Direction values parents and carers as key partners in PSHE/RSE. The school will proactively engage and consult parents/carers when developing and reviewing this policy and the RSE curriculum.

Parents/carers will be informed about the broad content and timing of PSHE/RSE. This is particularly important where lessons include sex education or sensitive safeguarding-related topics. The school will support parents/carers to understand the purpose of RSHE and how learning can be reinforced at home.

Parents/carers may request to view curriculum materials used to teach RSHE. A representative sample of resources will be made available, and the school will respond positively to requests to view materials. Where materials are subject to copyright, the school will arrange appropriate viewing while respecting copyright law.

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Copyright or external provider restrictions will not be used as a reason to refuse to share materials with parents/carers.

Parents/carers do not have a veto over curriculum content. However, consultation, transparency and respectful communication are central to New Direction’s approach.

11. Right to Request Withdrawal from Sex Education

Parents/carers have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE, other than content taught as part of the science curriculum. There is no right to withdraw from relationships education, health-related PSHE, safeguarding content, equality content, online safety, or science curriculum content.

Requests for withdrawal should be made in writing to the Head of Education. The Head of Education will arrange to meet with parents/carers, and where appropriate the pupil, to discuss the request, clarify the nature and purpose of the curriculum, consider the benefits of the teaching, and explain any potential impact of withdrawal. A written record will be kept.

In secondary education, the Head of Education may refuse a request in exceptional circumstances, for example where there are safeguarding concerns or specific pupil vulnerabilities. Otherwise, the school will respect the parent/carer’s request up until three terms before the pupil turns 16. From three terms before the pupil turns 16, the pupil can choose to opt back into sex education.

Where a pupil is withdrawn from sex education, New Direction will ensure the pupil receives appropriate, purposeful education during the period of withdrawal.

Curriculum area	Taught through	Right to withdraw?
Relationships education/RSE	PSHE, tutor time, safeguarding curriculum, wider curriculum	No
Sex education within RSE	PSHE/RSE lessons	Yes, by request, except science curriculum content
Science curriculum content	Science/biology	No
Health and wellbeing PSHE	PSHE, PE, Food Technology, Zones of Regulation, tutor time, ASDAN	No
Wider PSHE/personal development	ASDAN, employability, independence curriculum, RE, enrichment	No

12. Safeguarding, Confidentiality and Child Protection

PSHE/RSE is part of New Direction’s safeguarding curriculum. It helps pupils understand risk, recognise harm, seek help and support others safely. Discussions about sensitive topics may lead to disclosures or concerns about abuse, neglect, exploitation, harmful sexual behaviour, domestic abuse, online harm, mental health or risk-taking.

All staff must follow New Direction’s Safeguarding and Child Protection Policy and Keeping Children Safe in Education. Staff must act immediately on concerns, report them to the DSL or a Deputy DSL, and record concerns on CPOMS.

The Designated Safeguarding Lead is Luke Collins. Deputy DSLs are Hannah Oliver, Emily Smith and Nikki Morris.

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Staff must not promise confidentiality. At the start of PSHE/RSE lessons, staff will explain that pupils can speak privately to staff, but that staff must share information if there is a safeguarding concern. Pupils will be told where and how to seek help in school and from appropriate external services.

Where external speakers are used, safeguarding procedures will be agreed in advance. External visitors must understand how to report concerns and must never manage disclosures independently or promise confidentiality.

Appendix 1: Statement of Practice

1. The Curriculum

PSHE/RSE will be taught in each key stage. The curriculum is age-appropriate and progressive, building pupils' knowledge, understanding and skills over time. New Direction uses the PSHE Association framework and resources, ASDAN units, statutory RSHE content, local safeguarding information, and pupil need to plan the programme.

Some content is taught through science, including human reproduction, puberty, infectious disease, sexually transmitted infections, contraception, lifestyle factors and health. Where content is part of the science curriculum, parents/carers do not have a right to withdraw pupils.

The wider curriculum includes PSHE, RSE, RE, ASDAN PSE, employability, independence curriculum, tutor time, Newsround/current affairs, wellbeing checks, Zones of Regulation, Food Technology, PE, computing/online safety, careers and equine provision.

2. Resources

Resources will be age-appropriate, stage-appropriate, accessible, factual, balanced, unbiased and sensitive to pupils' SEND and lived experiences. Resources will reflect the diversity of modern Britain and the school community.

The school will use a range of resources, including PSHE Association materials, ASDAN materials, DfE/NHS/government-recommended resources, and carefully quality-assured resources from reputable organisations. Resources will be checked before use, particularly where they address sensitive topics such as sexual harassment, pornography, online harm, self-harm, suicide prevention, eating disorders, drugs, domestic abuse or gender-related content.

3. Teaching and Learning

The Leader of Learning/PSHE lead is responsible for planning lesson content and providing relevant resources to staff who deliver PSHE/RSE. Support assistants provide additional support for learners. Everyone involved in teaching PSHE/RSE must follow this policy.

Teaching will be factual, balanced, non-judgemental and inclusive. Staff personal beliefs must not influence the delivery of PSHE/RSE. Staff will use strategies such as:

- group agreements and clear expectations for respectful discussion;
- distancing techniques, case studies and role play;
- question boxes where appropriate;
- clear, factual and age-appropriate answers;
- opportunities to rehearse skills, reflect and apply learning;
- adapted resources and support for pupils with SEND or communication needs.

4. External Speakers

External speakers may be used to enhance PSHE/RSE, but they will not replace planned curriculum teaching. New Direction remains responsible for the content, delivery, safeguarding and quality assurance of any external input.

External speakers will:

- be suitably qualified and appropriate to deliver the session;
- provide materials and lesson plans in advance;
- work within this policy, the safeguarding policy and school values;
- be supervised by a member of staff at all times when on site;

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- understand how to report safeguarding concerns;
- be appropriately vetted or checked before visiting;
- not use resources that cannot be shared with parents/carers on request, subject to copyright arrangements.

5. Safe Learning in PSHE/RSE and Managing Difficult Questions

Staff will create a safe learning environment where pupils can participate, ask questions and seek help. Staff will remind pupils that personal questions of staff or other pupils are not appropriate.

Questions will be answered in a factual, balanced and age-appropriate way. If a question goes beyond the planned curriculum or relates to sex education from which a pupil has been withdrawn, staff will respond carefully, prioritising safeguarding, pupil support and age-appropriateness. Staff may signpost pupils to parents/carers, trusted adults, the DSL, school support or appropriate external services.

If a question or comment suggests that a pupil may be at risk, staff must follow safeguarding procedures immediately.

6. Staff Training

All staff delivering PSHE/RSE will receive appropriate training and support. Training may include statutory guidance updates, safeguarding, harmful sexual behaviour, online safety, SEND access, trauma-informed practice, managing sensitive discussion, assessment and the use of specific curriculum resources.

Where staff need additional support, this may be provided through mentoring, team-teaching, observation, planning support or external training.

7. Assessment and Review

Staff will use assessment to check understanding, identify misconceptions, support pupil progress and adapt future teaching. Assessment may include baseline activities, reflection, quizzes, discussion, work scrutiny, pupil voice, teacher observation and progress against PSHE Association/ASDAN outcomes.

Monitoring and evaluation will include lesson observations, curriculum review, pupil voice, parent/carer feedback, staff feedback, safeguarding themes, behaviour data, CPOMS information and senior leadership review.

8. Parents and Carers

New Direction recognises parents/carers as important partners. Parents/carers will be informed about what is taught and when, and will be consulted when the policy is reviewed. Parents/carers are encouraged to speak to school if they have questions or concerns.

The school will support parents/carers to understand how PSHE/RSE supports safeguarding, wellbeing, independence and preparation for adulthood.

9. Menstrual Wellbeing

Pupils who menstruate will be supported with dignity and sensitivity. Menstrual products will be made available where required. The school will use appropriate language such as period pads and menstrual products.

Pupils can access emergency period products and support from Nikki Morris. Arrangements will be handled discreetly and respectfully.

10. Related Policies and Procedures

- Safeguarding and Child Protection Policy
- Behaviour Policy

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- Anti-Bullying Policy
- Online Safety Policy
- Equality Statement and Policy
- SEND Policy and Accessibility arrangements
- Curriculum Policy
- Careers and Employability provision
- Health and Safety Policy
- Educational Visits Policy
- Data Protection/GDPR Policy

Appendix 2: New Direction RSHE / PSHE Curriculum Mapping Table

The table below maps the updated DfE July 2025 RSHE and health/wellbeing expectations to New Direction's provision. It should be read alongside medium-term PSHE planning, PSHE Association mapping, ASDAN planning, science curriculum planning, tutor time planning and individual pupil support plans.

DfE RSHE / PSHE area	Updated content expectations	New Direction delivery/evidence	Updates/actions incorporated
Families and committed relationships	Different family structures; safe and happy family life; marriage and civil partnership; legal status; forced marriage and marriage before 18 illegal; parenting responsibilities; change, separation, birth and death; recognising unsafe relationships.	PSHE Association KS3-4 thematic curriculum; Year 10 Healthy Relationships; Year 11 Families; RE; tutor time; ASDAN PSE; equine provision discussions about care, nurture and responsibility.	Updated to include civil partnership, common-law marriage myth, marriage under 18/forced marriage, parenting and early years brain development.
Caring friendships and respectful relationships	Friendship skills; kindness; boundaries; conflict; ending relationships; respect; self-esteem; equality; protected characteristics; bullying; stereotypes; misogyny and prejudice.	Year 7 Diversity and Building Relationships; Year 8 Discrimination and Identity; Year 9 Respectful Relationships; Year 10 Healthy Relationships; Year 11 Communication in Relationships; restorative practice; behaviour curriculum.	Updated to include ethical behaviour beyond consent, power dynamics, stereotypes, misogyny, positive masculinity/femininity and challenging harmful attitudes.
Online safety and awareness	Online rights and responsibilities; privacy/location settings; fake accounts; AI-created content; deepfakes; image sharing; youth-produced sexual imagery; sextortion; scams; harmful content; pornography; data; AI chatbots and fake intimacy.	PSHE digital literacy; computing/online safety; tutor time current affairs; safeguarding curriculum; PSHE Association resources; CEOP/Report Remove signposting where appropriate.	Significant update needed/added for AI, deepfakes, AI-generated sexual imagery, sextortion, online scams relating to sex, fake intimacy and harmful online influencers.
Being safe	Consent and boundaries; pressure; personal safety; sexual harassment; sexual violence; harmful sexual behaviour; domestic abuse; coercive control; stalking; grooming;	PSHE/RSE lessons; safeguarding curriculum; DSL-led intervention where needed; tutor time; behaviour and anti-bullying work; local	Updated to include public sexual harassment, harmful sexual behaviour, domestic abuse statutory content, virginity testing,

	exploitation; forced marriage; FGM; virginity testing; hymenoplasty; strangulation/suffocation; reporting and support.	safeguarding themes; CPOMS monitoring.	hymenoplasty and strangulation/suffocation.
Intimate and sexual relationships, including sexual health	Age of consent; choice to delay sex; intimacy without sex; sexual consent; contraception; pregnancy options; STIs including HIV; PrEP and PEP; testing; alcohol/drugs and risk; medically accurate advice; access to sexual health services.	Year 9 Intimate Relationships; Year 10 Healthy Relationships; Year 11 Communication in Relationships; science/biology reproduction and STIs; signposting to local health services and trusted online sources.	Updated to include PrEP/PEP, impartial pregnancy options, misinformation, signposting to medically accurate advice and confidential local sexual/reproductive health services.
The law	Marriage/civil partnership; consent; age of consent; domestic abuse; stalking; rape; sexual offences; FGM; virginity testing; hymenoplasty; sexual harassment; harmful sexual behaviour; Online Safety Act; AI sexual imagery/deepfakes; pornography; abortion; protected characteristics; drugs; gambling; knives; extremism; exploitation; hate crime; age of criminal responsibility; medical consent and Gillick competence.	Taught in context across PSHE/RSE; RE; tutor time; careers/employability; safeguarding curriculum; Year 8 Drugs and Alcohol; Year 9 Peer Influence/Substance Use/Gangs; Year 10 Extremism and Radicalisation.	Updated legal list embedded in policy and mapping. Staff to teach law factually and avoid personal opinion or contested views as fact.
Mental wellbeing	Emotional vocabulary; normal feelings; anxiety/depression; loneliness; bereavement; self-care; physical activity; volunteering; barriers to participation; gambling harms; alcohol/drugs and mental health; when/how to seek help.	Zones of Regulation; daily wellbeing checks; tutor time; Year 8 Emotional Wellbeing; Year 10 Mental Health; Year 11 Building for the Future; equine provision self-regulation and responsibility.	Updated to include gambling-related mental health harm, co-occurrence of alcohol/drugs and poor mental health, and careful handling of self-harm/eating disorders/suicide prevention.
Wellbeing online	Screen time; online comparison and body image; over-reliance on online	PSHE digital literacy; computing; tutor time using current affairs;	Updated to include gambling-like gaming content,

	relationships; online gambling/gambling-like gaming content; misinformation/disinformation; conspiracy theories; illegal online behaviours; self-harm/suicide/violence content and reporting.	wellbeing checks; safeguarding responses; parent/carer support where needed.	misinformation/disinformation, conspiracy theories and online content promoting self-harm, suicide or violence.
Physical health and fitness / healthy eating	Active lifestyle; maintaining healthy weight; cardiovascular health; stress; blood/organ/stem cell donation; healthy eating; tooth decay; alcohol and diet; preparing healthy meals.	PE; Food Technology; independence curriculum; ASDAN; Year 9 Healthy Lifestyle; science; equine/practical routines promoting activity and responsibility.	Links to Food Technology and independence curriculum added to evidence healthy living and preparation for adulthood.
Drugs, alcohol, tobacco and vaping	Illegal drugs; synthetic drugs; illicit vapes; counterfeit medicines; law on supply and possession; alcohol risk; drink spiking; dependency; prescribed/OTC medicines; tobacco; vaping; nicotine pouches.	Year 8 Drugs and Alcohol; Year 9 Peer Influence/Substance Use/Gangs; safeguarding curriculum; tutor time current affairs; signposting to Talk to Frank/NHS where appropriate.	Updated to include vaping, nicotine pouches, illicit vapes, synthetic drugs, counterfeit medicines and drink spiking/personal safety.
Health protection and healthcare system	Hygiene; germs; antibiotics; dental health; self-care; pharmacists; screening/self-examination; vaccination/immunisation; antimicrobial resistance; sleep; pregnancy health; pelvic floor health; miscarriage/pregnancy loss; GP/A&E/minor injuries/sexual health/pharmacy/third sector support; Gillick competence and medical consent.	Science; PSHE health units; Food Technology hygiene; equine yard hygiene and care routines; tutor time; independence curriculum; ASDAN life skills.	Updated to include healthcare navigation, pharmacists, Gillick competence, medical consent, pregnancy health and antimicrobial resistance.
Personal safety, first aid and violence prevention	Road, rail and water safety; unfamiliar social/work settings; peer	PSHE; ASDAN independence/employability;	Updated to include knife law, violence prevention without fear-

	influence; conflict and violence prevention; trusted adults; knife law; grooming/exploitation; emergency calls; first aid; CPR; defibrillators.	careers/work-related learning; educational visits preparation; first aid training for students; safeguarding curriculum and local risk information.	based teaching, work setting safety and defibrillators.
Developing bodies, puberty and menstrual/gynaecological health	Puberty; adolescent brain; body changes; correct anatomical language; menstrual cycle; period problems; PMS; heavy menstrual bleeding; endometriosis; PCOS; reproductive health; fertility; menopause.	Year 7 Health and Puberty; science/biology reproduction; PSHE/RSE; menstrual wellbeing support via Nikki Morris; accessible resources for SEND.	Updated to include gynaecological health, endometriosis, PCOS, menopause and using respectful language for menstrual products.
SEND, accessibility and preparation for adulthood	RSHE must be accessible to pupils with SEND; pupils with SEND may be more vulnerable to abuse, exploitation and bullying; curriculum should prepare pupils for adulthood.	Differentiated teaching; EHCP-linked planning; small group/individual support; Zones of Regulation; ASDAN independence curriculum; SENCO input; parent/carer consultation.	Strengthened SEND section, reasonable adjustments and link to preparation for adulthood.
Parent transparency and consultation	Schools must consult parents on policy, proactively engage them, inform them of content and make materials available to view on request, subject to copyright arrangements.	Policy publication; annual consultation; parent/carer communication before sensitive content; materials available to view; withdrawal process clear.	Added full parent/carer engagement and access to materials section.

Appendix 3: Compliance Updates Incorporated in this Redraft

This redraft actions the priority points identified during the compliance review:

Priority action	How this redraft actions it
Corrected legal references	References updated to the 2019 Regulations, Children and Social Work Act 2017 and DfE July 2025 statutory RSHE guidance for introduction from 1 September 2026.
Corrected policy control table	Front-page review details replaced with accurate policy owner, review date, list of changes and next review.
Added governance and approval	Roles of Proprietor, Directors, Head of Education, DSL, Deputy DSLs, SENCO, Head of Student Welfare and PSHE/RSE Lead added.
Strengthened parent consultation and transparency	Added requirement to consult parents/carers, inform them of content and allow materials to be viewed on request.
Clarified withdrawal rights	Added clear table showing what parents can and cannot withdraw pupils from.
Updated curriculum mapping	Appendix 1 maps New Direction provision to July 2025 DfE content, including online harms, AI, deepfakes, sextortion, consent, misogyny, pornography, harmful sexual behaviour, gynaecological health, vaping and healthcare navigation.
Strengthened safeguarding	Added KCSIE link, DSL/deputy DSL names, CPOMS recording, confidentiality boundaries and external speaker safeguarding requirements.
Added Independent School Standards link	Policy now references PSHE, SMSC, welfare/health/safety, provision of information and leadership/management responsibilities.
Made the New Direction curriculum offer visible	Added dedicated section covering PSHE lessons, RE, ASDAN, employability, Zones of Regulation, tutor time, Newsround/current affairs, wellbeing checks, equine provision and independence curriculum.

School Contact Details

Main telephone number: 01246 810456

Receptionist: Laura Donaldson

Safeguarding concerns are recorded on CPOMS. Arbor is used as the school MIS to record student data and track attendance and behaviour.



New Direction is located within Derbyshire Local Authority and also works with Nottinghamshire, Rotherham and Sheffield Local Authorities.