

COGNITA

Relationships and Sex Education (RSE) Policy

Hendon Preparatory School



September 2020

This policy applies to Hendon Preschool (EYFS), Pre-Preparatory and Preparatory School

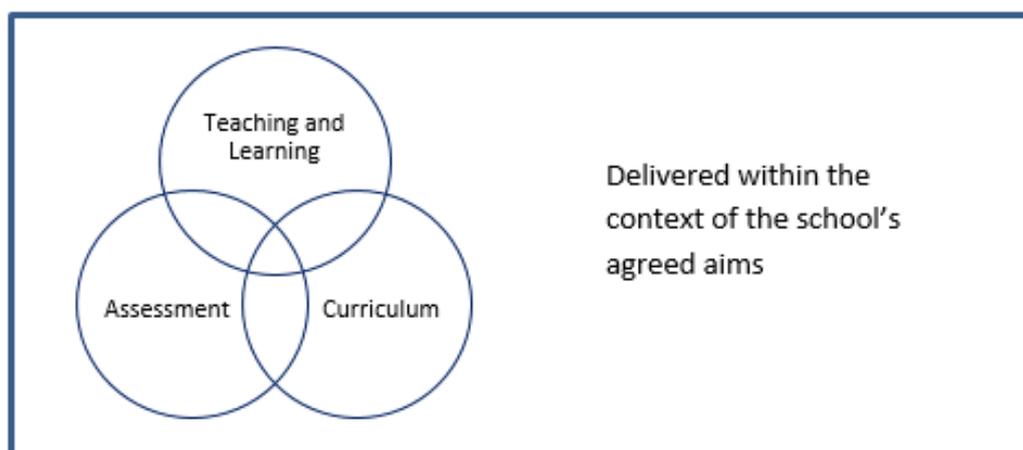
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1 Introduction and aims

The purpose of this policy is to ensure that our Relationships and Sex Education (RSE) and Health Education supports our school ethos and fulfils our school aims,

- 1.1 This policy applies to all students, including those in the Early Years.
- 1.2 This policy forms part of the curriculum.
- 1.3 We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.
- 1.4 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.



The aims of RSE at our school are to:

- 1.5 Provide a framework in which sensitive discussions can take place.
- 1.6 Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- 1.7 Help students develop feelings of self-respect, confidence and empathy.
- 1.8 Create a positive culture around sexuality and relationships.
- 1.9 Teach students the correct vocabulary to describe themselves and their bodies.
- 1.10 Help students understand that healthy relationships are an important part of wellbeing.

2 Statutory requirements

- 2.1 Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of RSE are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.
- 2.2 As a Preparatory School, we must ensure that every registered student who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards

At Hendon Preparatory School, we teach RSE as set out in this policy.

3 Policy development

You **must** consult with parents when making **changes** to your RSE policy and it is also good practice to consult with staff and students. The text below is an example.

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

- Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance.
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations/BSO Standards. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary.
- Student consultation – students were consulted with about their RSE lessons in school council meeting and in form times.
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed in June 2022.

4 Definition

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

5 Curriculum

- 5.1 Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students.
- 5.3 Sex education is not compulsory in primary schools. However, additional content on sex education is taught via the ISEB Science curriculum to meet the needs of our students.
- 5.4 Primary sex education will focus on:
- Preparing boys and girls for the changes that adolescence brings; and
 - How a baby is conceived and born.

It will:

- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND and an EHC plan;
 - ii. not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
 - iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.
- 5.5 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

6 Delivery of RSE

- 6.1 Our RSE is taught as part of our PSHE curriculum. The PSHE course is delivered to all students through discrete PSHE lessons taught by our teachers. There is one lesson of taught PSHE a week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHE is also embedded within the curriculum (e.g. social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house.
- 6.2 Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:
- Families and people who care for me
 - Caring friendships
 - Respectful relationships
 - Online relationships
 - Being safe
- 6.3 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.

- 6.4 These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7 Roles and responsibilities

Staff & Governance

7.1 PSHE Lead Teacher

The person with responsibility for the overview and yearly evaluation of this policy is Head of PSHE, Shweta Randeri Dey and the Deputy Head Mr Donovan. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

7.2 The Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE (see section 8).

7.3 The Chair of Governors

The Chair of Governors (Director of Education) will hold the Head of School to account for the implementation of this policy.

The Chair of Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual students; and
- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of School.

8 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8.1 Students with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the SENDCO. Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, Hendon Preparatory School is mindful of preparing students for adulthood.

Hendon Preparatory School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

9 Parents' right to withdraw

9.1 If parents require more information on RSE for primary aged children, this is a useful information source of information for them:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

9.2 Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head of School.

Alternative work will be given to students who are withdrawn from sex education.

10 Training

10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development programme.

10.2 The Head of School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11 Monitoring arrangements

11.1 The delivery of RSE is monitored by Head of PSHE and Head of School through: work scrutiny, lesson observations learning walks, etc.

11.2 Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
Year 1	Summer	<p>Relationships</p> <ul style="list-style-type: none"> • Families: identify members of the family and know there are lots of different types of families • Making friends: trying to solve friendship issues when they occur • Greetings: know appropriate ways of physical contact to greet my friends and know which ways I prefer • People who help us: I know who can help me in my school community • Being my own best friend: I can recognise my qualities as person and a friend • Celebrating my special relationships: I can tell you why I appreciate someone who is special to me <p>Changing me</p> <ul style="list-style-type: none"> • Life cycles: I am starting to understand the life cycles of animals and humans • Changing me: I can tell you some things about me that have changed and some things about me that have stayed the same • My changing body: I can tell you how my body has changed since I was a baby • Boys and Girls bodies: I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina • Learning and growing: I understand that every time I learn something new I change a little bit • Coping with changes: I can tell you about changes that have happened in my life 	Jigsaw scheme of work

Year 2	Summer	<p>Relationships</p> <ul style="list-style-type: none"> • Families: I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate • Keeping safe- exploring physical contact: I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • Friends and conflict: I can identify some of the things that cause conflict with my friends • Secrets: I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • Trust and appreciation: I recognise and appreciate people who can help me in my family, my school and my community • Celebrating my special relationships: I can express my appreciation for the people in my special relationships <p>Changing me</p> <ul style="list-style-type: none"> • Life cycles in nature: I can recognise cycles of life in nature • Growing from young to old: I can tell you about the natural process of growing from young to old and understand that this is not in my control • The changing me: I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • Boys and Girls bodies: I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private • Assertiveness: I understand there are different types of touch and can tell you which ones I like and don't like 	Jigsaw scheme of work
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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
		<ul style="list-style-type: none"><li data-bbox="741 316 1473 373">• Looking ahead: I can identify what I am looking forward to when I am in Year 3	

<p>Year 3</p>	<p>Summer</p>	<p>Relationships</p> <ul style="list-style-type: none"> • Family roles and responsibilities: I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females • Friendship: I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener • Keeping myself safe: I know and can use some strategies for keeping myself safe • Being a global citizen 1 and 2: I can explain how some of the actions and work of people around the world help and influence my life, I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. • Celebrating my web of relationships: I know how to express my appreciation to my friends and family • Sharing online/chatting online appear- I know how to stay safe online. <p>Changing me</p> <ul style="list-style-type: none"> • How babies grow: I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby • Babies and growing up: I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow • Outside body changes: I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and 	<p>Jigsaw scheme of work PSHE association https://www.internetmatters.org/schools-esafety/ Servives for Education: Bits and Bobs lessons</p>
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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
		<p>girls' bodies change on the outside during this growing up process</p> <ul style="list-style-type: none">• Inside body changes: I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up• Family stereotypes: I can start to recognise stereotypical ideas I might have about parenting and family roles <p>Looking ahead: I can identify what I am looking forward to when I am in Year 4</p>	

<p>Year 4</p>	<p>Summer</p>	<p>Relationship</p> <ul style="list-style-type: none"> • Relationships web: I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant • Love and loss: I can identify someone I love and can express why they are special to me • Memories: I can tell you about someone I know that I no longer see • Are animals special? I can explain different points of view on an animal rights issue, I understand how people feel when they love a special pet • Celebrating my relationships with people and animals: I know how to show love and appreciation to the people and animals who are special to me • Sharing online/chatting online appear- I know how to stay safe online. <p>Changing me</p> <ul style="list-style-type: none"> • Unique me: I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm • Having a baby: I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby • Girls and puberty- single sex groups I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this, menstruation - single sex groups • Circles of change: I know how the circle of change works and can apply it to changes I want to make in my life 	<p>Jigsaw scheme of work PSHE association https://www.internetmatters.org/schools-esafety/ https://www.always.co.uk/en-gb/about-us/campaigns-and-initiatives/puberty-education-programme/primary-schools-resources/ Servives for Education: Bits and Bobs lessons</p>
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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
		<ul style="list-style-type: none">• Accepting change: I can identify changes that have been and may continue to be outside of my control that I learnt to accept• Looking ahead: I can identify what I am looking forward to when I am in Year 5	

<p>Year 5</p>	<p>Summer</p>	<p>Relationships</p> <ul style="list-style-type: none"> • Recognising me: I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities • Getting on falling out: I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends • Girlfriends and boyfriends(2): I understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean • Relationships and technology (2): I understand how to stay safe when using technology to communicate with my friends • E-safety: Cyberbullying <p>Changing me</p> <ul style="list-style-type: none"> • Self and body image: I am aware of my own self-image and how my body image fits into that • Puberty for girls- single sex groups: I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally • Puberty for boys- single sex groups: I can describe how boys' and girls' bodies change during puberty • Conception- single sex groups: I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby • Looking ahead: I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) 	<p>Jigsaw scheme of work PSHE association https://www.internetmatters.org/schools-esafety/ https://www.always.co.uk/en-gb/about-us/campaigns-and-initiatives/puberty-education-programme/primary-schools-resources/</p>
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Relationships and Sex Education (RSE) Policy

YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
		<ul style="list-style-type: none">Looking ahead to year 6: I can identify what I am looking forward to when I am in Year 6	

Year 6	Summer	<p>Relationships</p> <ul style="list-style-type: none"> • My relationship web: I can identify the most significant people to be in my life so far • Love and loss 1 & 2: I know some of the feelings we can have when someone dies or leaves • I understand that there are different stages of grief and that there are different types of loss that cause people to grieve • Power and control: I can recognise when people are trying to gain power or control • Being safe with technology 1 & 2: I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening I can use technology positively and safely to communicate with my friends and family • E-safety: Cyberbullying <p>Changing me</p> <ul style="list-style-type: none"> • My self image: I am aware of my own self-image and how my body image fits into that • Puberty: I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally • Girl talk/Boy talk- separate: I can ask the questions I need answered about changes during puberty • Babies- conception to birth: I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born • Attraction: I understand how being physically attracted to someone changes the nature of the relationship 	<p>Jigsaw scheme of work PSHE association https://www.internetmatters.org/schools-esafety/ https://www.always.co.uk/en-gb/about-us/campaigns-and-initiatives/puberty-education-programme/primary-schools-resources/</p>
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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
		<ul style="list-style-type: none"><li data-bbox="734 316 1498 419">• Transition to secondary school: I can identify what I am looking forward to and what worries me about the transition to secondary school	

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Primary schools insert:

Appendix 2: By the end of primary school, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

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TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: X will be taking part in all relationships lessons and during the sex education lessons, they will be working independently on a project in the Year 5 classroom</p>

Appendix 4: DfE RSE Statutory Guidance Suggested Resources

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

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Ownership and consultation	
Document sponsor (role)	Group Director of Wellbeing
Document author (name)	Beth Kerr/PSHE Leads
Consultation February 2020	Consultation with the following schools: Alison Barnett, RSL/Danuta Tomasz, DE
Review – June 2022	

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	TBC

Version control	
Implementation date	September 2020
Review date	Review and update for implementation in September 2022

Related documentation	
Related documentation	Curriculum Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards