

Hellingly Community Primary School



RELATIONSHIPS EDUCATION, SEX EDUCATION AND HEALTH EDUCATION (RSHE) POLICY

Written by:	Mrs Carolyn Andrews	Date: September 2023
Signed by Head of School:	Mrs Michelle McKay	Date: October 2023
Signed by Chair of Governors:	Mr Gietzen	Date: October 2023
To be reviewed and updated:		Date: September 2025

Policy context and rationale

This relationships, sex and health education policy covers the Hellingly Primary School approach to teaching relationships, sex and health education (RSHE). The core policy was provided by East Sussex County Council as an adopted model policy. This policy has been subject to thorough consultation with the whole-school community including pupils, parents/carers, staff, school governors and where relevant appropriate members of the wider community such as medical professionals and faith leaders. Pupil consultation has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate RSHE curriculum that addresses relevant issues, informed by analysis of public health data and pupil priorities. Consultation methods have included conducting a Pupil Voice survey with children across the school from Y1-6. Key needs identified were:

- Feelings of anxiety around friendships, making friends and fears of being left out
- Concerns around bullying and potential bullying
- Anxiety around change; transitions to secondary school and new class teachers
- Anxiety towards challenge, understanding their work and SAT's tests

Pupil consultation has been used to inform the creation of the school's RSHE curriculum and this policy where appropriate.

Policy availability

Stakeholders can be informed about the policy through RSHE consultation events, referencing in the school prospectus or accessing a copy from the school website. Should a hard-copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all. The policy can be obtained in an alternative format by contacting the school office in person or via email at office@hellingly.e-sussex.sch.uk

Policy values, aims and objectives

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

-Secretary of State Foreword

The vision of Hellingly School is 'Reach for the Stars,' this is underpinned by the values we actively promote of Respect, Achievement and Perseverance. We believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. Learning should be based on an atmosphere of mutual tolerance and respect, in which all learners feel valued as individuals and are actively involved in the learning process. Children learn to demonstrate resilience, confidence and perseverance when faced with challenges and to continue to be enthusiastic when facing tasks which require application over time. At Hellingly School, we believe that everybody has the right to achieve their full potential, learning should be a rewarding and enjoyable experience for everyone.

RSHE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSHE lessons.

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. RSHE equips children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future. We recognise the importance of RSHE in preparing children and young people to live safe, fulfilled and healthy

lives. The overarching objective of RSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010.

At Hellingly School PSHE/ RSHE is of the utmost importance in developing our pupils' knowledge and skills to keep them healthy and safe and prepare them for a life and work in the future. Our PSHE education helps pupils develop the skills and knowledge they need to manage many of the opportunities and challenges they may face as they grow up and in adulthood. By teaching pupils to stay safe and healthy, building resilience, self esteem and empathy for others our children are prepared to tackle barriers to their learning and raise their aspirations. The teaching of British Values is weaved through the curriculum.

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables young people to make responsible and informed decisions about their health and wellbeing.

RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including the NSPCC, Barnardo's, The Children's Society and education unions. They are also supported by a number of MPs and Lords:

Principles of effective RHSE

RSHE provision at Hellingly Primary School:

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across all the Key Stages.
- Is taught by staff regularly trained in RSHE (with expert visitors invited in to enhance and supplement the programme, where appropriate).
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.

- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes learning about how to get help and treatment from sources such as the School Health Service and other health and advice services including reliable information online.
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSHE lessons and in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given the opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RSHE will always be taught in a non-judgemental,

unbiased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another.

Thorough consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including gender identity, faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion policy.

Teaching and learning

The RSHE programme will be led by Carolyn Andrews, taught by class teachers and supported by Teaching Assistants, school nurses, visitors and outside agencies as appropriate e.g. NSPCC. All staff involved in the delivery of RSHE have received specialist training to ensure that pupils receive clear and consistent approaches to RSHE throughout their time at Hellingly Primary School. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal.

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the details of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Arrange for the visitor to be supervised/supported by a member of school staff at all times.

- Monitor and evaluate the visitor input to inform future planning.

RSHE will be taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

Curriculum

The majority of elements of the RSHE curriculum are a statutory requirement to teach to meet Relationships education, relationships and sex education (RSE) and health education statutory guidance July 2019 and The Equalities Act, 2010. RSHE will be taught through a 'spiral curriculum'. We follow the Jigsaw scheme of work. Jigsaw consists of six units of work each containing six lessons. These lessons are delivered weekly across the term. Each year group studies the same unit each term at their own level building sequentially through the school year. The various teaching and learning activities are engaging and mindful of differentiation and different learning styles.

This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

Our intended RSHE curriculum is detailed below but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, parents/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross curricular links.

Primary Curriculum

<i>Relationships Education</i>	<i>Families and people who care for me Caring friendships Respectful relationships Online relationships</i>
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	<i>Being safe</i>
<i>Sex Education</i>	<i>How a baby is conceived and born</i>
<i>Health Education</i>	<i>Mental wellbeing</i> <i>Internet safety and harms</i> <i>Physical health and fitness</i> <i>Healthy eating</i> <i>Drugs, alcohol and tobacco</i> <i>Health and prevention</i> <i>Basic first aid</i> <i>Changing adolescent body</i>

The key teaching resource we will use to deliver our curriculum is from Jigsaw and is outlined below on the next pages for Year R to Year 6.

RSHE/ PSHE Progression of Skills following the Jigsaw Scheme

EYFS	
Being Me in My World	Celebrating Difference
<ul style="list-style-type: none"> • Help other to feel welcome. • Making our school a safer place. • Thinking about our right to learn. • Caring for others. • Working well with others. 	<ul style="list-style-type: none"> • Accept that we are all different. • Include others when working and playing. • Know how to help other people. • Try to solve problems. • Use kind words. • Give and receive compliments.
Dreams and Goals	Healthy Me
<ul style="list-style-type: none"> • Stay motivated when doing something challenging. • Keep trying even when things are tricky. • Work well with a partner or a Group. • Have a positive Attitude. 	<ul style="list-style-type: none"> • Help others to make healthy choices. • Eat a balance diet. • Be physically active. • Try to keep themselves and others safe. • Know how to be a good friend and have a healthy relationship. • Keep calm and deal with tricky situations
Relationships	Changing Me
<ul style="list-style-type: none"> • Know how to make friends. • Try to solve friendship problems when they occur. • Help others feel part of a group. • Show respect when dealing with other people. • Know how to help themselves and others when they feel 	<ul style="list-style-type: none"> • Understand that everyone is unique and special. • Can express how they feel when they are happy. • Understand and respect changes which happen in them. • Look forward to change.

<ul style="list-style-type: none"> upset. Know and show what makes a good friendship. 	
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Year 1	
Being Me in My World	Celebrating Difference
<ul style="list-style-type: none"> Explain why my class is a happy and safe place to learn. Give different examples of where I or others make my class safe and happy place. 	<ul style="list-style-type: none"> Tell you someways that I am different and similar to other people in my class, and why this makes us all special. Explain what bullying is and how being bullied might make somebody feel.
Dreams and Goals	Healthy Me
<ul style="list-style-type: none"> Explain how I feel when I am successful and how this can be celebrated positively. Say why my Internal treasure chest is an important place to store positive feelings 	<ul style="list-style-type: none"> Explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. Give examples of when being healthy can help me feel happy.
Relationships	Changing Me
<ul style="list-style-type: none"> Explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. Give examples of behaviour in other people that I appreciate and behaviours that I don't like 	<ul style="list-style-type: none"> Compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. Explain why some changes I might experience might feel better than others.

Year 2	
Being Me in My World	Celebrating Difference
<ul style="list-style-type: none"> Explain why my behaviour can impact others in my class. Explain my own and other's choices and say why some choices are better than others. 	<ul style="list-style-type: none"> Explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. Explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.
Dreams and Goals	Healthy Me
<ul style="list-style-type: none"> Explain how I played my part in a group and the parts other people played to create an endproduct. I can explain how our skills complemented each other. Explain how it felt to be part of a group and can identify a range of feelings about group work.) 	<ul style="list-style-type: none"> Explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. Compare my own and my friends' choices and can express how it feels to make healthy and safe choices.
Relationships	Changing Me
<ul style="list-style-type: none"> Explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. Give examples of some different problem-solving 	<ul style="list-style-type: none"> Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. Tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently

techniques and explain how I might use them in certain situations in my relationships.	to me.
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Year 3	
Being Me in My World	Celebrating Difference
<ul style="list-style-type: none"> Explain how my behaviour can affect how others feel and behave. Say why it is important to have rules and how it helps me and others to learn. 	<ul style="list-style-type: none"> Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. Tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. E.g. solve it together or asking for help.
Dreams and Goals	Healthy Me
<ul style="list-style-type: none"> Explain the different ways that help me learn and what I need to do to improve. Confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important 	<ul style="list-style-type: none"> Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. Express how being anxious/ scared and unwell feels.
Relationships	Changing Me
<ul style="list-style-type: none"> Explain how my life is influenced positively by people I know and also by people from other countries. Explain why my choices might affect my family, friendships and people around the world who I don't know. 	<ul style="list-style-type: none"> Explain how boys' and girls' bodies change on the inside/outside 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. Recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

Year 4	
Being Me in My World	Celebrating Difference
<ul style="list-style-type: none"> Explain why being listened to and listening to others is important. Explain why being democratic is important and helps others to feel valued. 	<ul style="list-style-type: none"> Tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. Explain why it is good to accept myself and others for who we are.
Dreams and Goals	Healthy Me
<ul style="list-style-type: none"> Plan and set new goals even after a disappointment Explain what it means to be resilient and to have a positive attitude. 	<ul style="list-style-type: none"> Recognise when people are putting me under pressure and can explain ways to resist this when I want to. Identify feelings of anxiety and fear associated with peer pressure.

Relationships	Changing Me
<ul style="list-style-type: none"> Recognise how people are feeling when they miss a special person or animal. Give ways that might help me manage my feelings when missing a special person or animal. 	<ul style="list-style-type: none"> Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. Explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.

Year 5	
Being Me in My World	Celebrating Difference
<ul style="list-style-type: none"> Compare my life with other people around the UK and explain why we have rights, responsibilities and rules to make both school and the wider community a fair place. Explain how actions of one person can affect another person. 	<ul style="list-style-type: none"> Explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. Explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.
Dreams and Goals	Healthy Me
<ul style="list-style-type: none"> Compare my hopes and dreams with those of young people from different cultures. Reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. 	<ul style="list-style-type: none"> Explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. Summarise different ways that I respect and value my body.
Relationships	Changing Me
<ul style="list-style-type: none"> Compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when Using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. Apply strategies to manage my feelings and the 	<ul style="list-style-type: none"> Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. Express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.

pressures I may face to use technology in ways that may be risky or cause harm to myself or others.

Year 6	
Being Me in My World	Celebrating Difference
<ul style="list-style-type: none"> • Explain how my choices impact the local community and the wider world. • Empathise with other people in the local and wider community and think about how this changes my actions. 	<ul style="list-style-type: none"> • Explain ways in which difference can be a source of conflict or a cause for celebration. • Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.
Dreams and Goals	Healthy Me
<ul style="list-style-type: none"> • Explain different ways to work with others to help make the world a better place. • Explain what motivates me to make the world a better place. 	<ul style="list-style-type: none"> • Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. • Identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.
Relationships	Changing Me
<ul style="list-style-type: none"> • Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. • Explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. • I can offer strategies to help me manage these feelings and situations. 	<ul style="list-style-type: none"> • Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. • Recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

Assessment

Pupils' learning will be assessed at the end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and will include self-assessment tasks that will confirm pupils understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching and informal drop-ins conducted by subject leads and/or members of the senior leadership team. The observations and findings of which will be used to identify and inform future staff training needs.

Responding to pupils' questions

There will always be sensitive and controversial issues within the subjects of RSHE. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement. At the end of every lesson, pupils will be provided with an opportunity to ask questions in an open setting and will also be provided with an opportunity to raise anonymous questions through the use of an anonymous 'ask-it-basket'. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer.

Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/carer or trusted adult at home.

Confidentiality, signposting and handling disclosures

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of RSHE teaching the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Distancing techniques such as the use of characters within RSHE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to

all pupils including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided.

Teachers will also work closely with the school's pastoral system to advise on topic coverage so that the school can be responsive to pupil's pastoral needs and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with our school's safeguarding policy.

Involving parents and carers

We believe that parents are the primary educators of their children in RSHE and that RSHE is most effective when it is collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

The school will provide support to parents and carers to provide a valuable opportunity to develop awareness of emerging RSHE topics, review the resources being used as well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children. The school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all of the non-statutory Sex Education, they should discuss this with the

Head of School, making clear which aspects of the programme they do not wish their child to participate in. The Head of School will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was said in the classes rather than what was directly said by the teacher (although detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead). Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn.

Once these discussions have taken place, except in exceptional circumstances, our school will respect a parent/carers' request to have their child excused from non-statutory sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. The school will document this process.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Head of School may want to take a pupil's specific needs arising from their SEND into account when making this decision. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Links to other school policies and curriculum

This policy complements the following policies:

- Anti-bullying
- Online Safety
- Equality
- Inclusion
- Child Protection
- Teaching and learning

Review date

The local governing body monitors the impact of RSHE on an annual basis. The

governors give serious consideration to any comments, consultation and evidence of impact.

Consultation with pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be reviewed every 2 years or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

The next review date of this policy is currently set for September 2025