

# Relationships, health and sex education policy

Audience:	Parents, school staff, Local Governing Bodies and Trustees
Approved:	Trust Board – September 2019 Transition Board approved Review by Local Governing Board September 2021
Other related policies:	Safeguarding and Child Protection
Policy owner:	Helen Beattie, Head of Safeguarding
Review:	2 yearly, or more frequently if legal or statutory frameworks change
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# REAch2 relationships, health and sex education policy



At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:

- Integrity** We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour
- Responsibility** We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements
- Inclusion** We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style
- Enjoyment** Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved
- Inspiration** Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full
- Learning** Children and adults will flourish in their learning and through learning discover a future that is worth pursuing
- Leadership** REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual

## **POLICY OVERVIEW**

### **Overarching Principles**

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Although not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have a sex education programme in place, which we are in agreement with and have included in our curriculum. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, health and sex curriculum for all our pupils. This policy sets out the framework for our relationships, health and sex curriculum, providing clarity on how it is informed, organised and delivered.

### **Roles & responsibilities**

Governors will:

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

The Headteacher will:

- Oversee the overall implementation of this policy
- Ensure staff are suitably trained to deliver the subjects
- Ensure that parents are fully informed of this policy
- Review requests from parents to withdraw their children from the subjects
- Discuss requests for withdrawal with parents
- Organise alternative education for pupils, where necessary, that is appropriate and purposeful
- Report to the governing board on the effectiveness of this policy

Class teachers will:

- Deliver a high-quality and age-appropriate curriculum in line with statutory requirements
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensure they do not express personal views or beliefs when delivering the programme
- Model positive attitudes to relationships, health and sex education.
- Respond to any safeguarding concerns in line with the Safeguarding and Child Protection policy
- Act in accordance with planning, monitoring and assessment requirements for the subjects
- Liaise with the SENCO to identify and respond to individual needs of pupils with SEND
- Work with the Senior Leadership Team and curriculum leaders to evaluate the quality of provision

Parents/carers will:

- Support school staff to shape the curriculum for relationships, health and sex education
- Communicate openly and constructively with school staff regarding relationships, health and sex education
- Attend, or contribute to, any consultation or information sessions regarding the delivery of relationships, health and sex education

### **How this relates to national guidance & requirements**

This policy has due regard to, and is intended to be implemented in accordance with, the following legislation, statutory and advisory guidance:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

### **Definitions**

For the purpose of this policy, relationships and sex education is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, health education is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

## POLICY PRINCIPLES IN DETAIL

### Consultation with parents and carers

We recognise that the role of parents and carers in supporting their children to learn about relationships, health and sex is vital. We intend to give parents and carers every opportunity to understand what we are teaching in the relationships, health and sex education curriculum, and to be consulted with, and offer feedback on, the curriculum content and delivery.

Green Park Village Primary Academy shares curriculum information on the school's website in a defined curriculum area: <http://greenparkvillageacademy.org/>. There is a designated section for PSHE, with link to guidance leaflets shared directly with parents for their information: <http://greenparkvillageacademy.org/pshe-and-smc/>

Parents receive a termly curriculum overview, detailing a summary of the learning for that term. In addition, curriculum information sessions are held for parents, focussing on key areas and how to support their child. As a growing school, updates to the curriculum as children progress through the school are shared through written communication with parents. All resources are available for parents to view, on request.

Parents are encouraged to attend meetings with their child's class teacher in each term- Autumn, Spring and Summer and are able to request to meet at other times. All school staff are visible to parents, giving opportunity for a range of queries outside of any more 'formal' context.

For PSHE, Personal, Social and Health Education, the school uses 'Jigsaw', which is described as a the "mindful approach to PSHE". It is promoted as being "a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world." <https://www.jigsawpshe.com/>

Jigsaw uses six units of work or puzzle pieces and each puzzle piece appears in the curriculum of each year group, with learning themes progressing form year to year.

Here is a summary of what each Jigsaw puzzle covers:

Jigsaw's Units of Work (Puzzles) are:



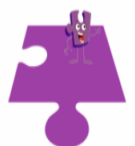
#### 1. Being Me in My World

Includes understanding my place in the class, school and global community as well as devising Learning Charters.



#### 2. Celebrating Difference

Includes anti-bullying (cyber and homophobic bullying included) and diversity work.



#### 3. Dreams and Goals

Includes goal-setting, aspirations for yourself and the world and working together.



#### 4. Healthy Me

Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.



#### 5. Relationships

Includes understanding friendship, family and other relationships, conflict resolution and communication skills.



#### 6. Changing Me

This puzzle includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)

Here is a summary of the units:

### Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexing Transition

Any general queries regarding the delivery of relationships, health and sex education should be directed in the first instance to the class teacher.

#### The right to be withdrawn

As per the DfE statutory guidance, parents and carers have the right to request that their child be withdrawn from all or part of the non-statutory sex education curriculum. N.B. this right to be withdrawn does not apply to relationships education or health education, which are statutory requirements and will be taught as per the DfE outlines below.

Any requests to be withdrawn from non-statutory sex education must be made in writing to the Headteacher at the earliest opportunity. Any such request will automatically be granted, but the Headteacher will request to meet with the parent/carer to discuss their request, to ensure that their wishes are understood, and to clarify the nature and purpose of the curriculum; if appropriate, this discussion may also include conversation with the pupil. The Headteacher will also discuss with the parent/carer the benefits of receiving this important education and any adverse

effects that withdrawal may have on the pupil – this could include, for example, possible social and emotional effects of being excluded. The Headteacher will keep a written record of the discussion, and will ensure that the pupil receives appropriate alternative education during the delivery of non-statutory sex education.

### Curriculum organisation and content

Our relationships, health and sex education curriculum has been organised in line with the statutory requirements outlined in the DfE statutory guidance. Schools are free to determine, within the statutory curriculum content outlined by the DfE, what pupils are taught during each year group. We have considered the age and development of pupils when deciding what will be taught, and have planned a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as pupils progress through school.

- Relationships and health education

The tables below have been taken from the DfE statutory guidance document, and provide an overview of the required learning for relationships and health education throughout primary years (Yr R to Yr 6)

<b>Relationships education: by the end of primary school, pupils should know:</b>	
Families and people who care for me	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• the conventions of courtesy and manners</li> <li>• the importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> </ul>

	<ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• how information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• where to get advice e.g. family, school and/or other sources</li> </ul>

**Health education: by the end of primary school, pupils should know:**

Mental wellbeing	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul>
Internet safety and harms	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> </ul>



	<ul style="list-style-type: none"> <li>• why social media, some computer games and online gaming, for example, are age restricted</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• where and how to report concerns and get support with issues online</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>• the risks associated with an inactive lifestyle (including obesity)</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• the principles of planning and preparing a range of healthy meals</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>
Basic First Aid	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>

Teachers use 'Jigsaw' to deliver the relationships and health education in a progressive, age-appropriate and sensitive way. Jigsaw have published a summary of where themes are covered in a progressive way across the scheme of work: <https://www.jigsawpshe.com/wp-content/uploads/2020/05/Jigsaw-3-11-and-Statutory-Relationships-and-Health-Education-Map.pdf>

- Sex education

The primary curriculum for Science includes relevant content related to sex education, which is a statutory requirement for schools to deliver. In brief, this teaches pupils about: the main external body parts, the human body as it grows from birth to old age (including puberty), and reproduction in some plants and animals.

Sex education beyond these elements of the Science curriculum is non-statutory for primary schools, so there is not a prescribed programme of study that schools must follow.

## **Curriculum delivery**

The delivery of relationships, health and sex education coincide with one another and will be delivered by class teachers as part of the school's PSHE curriculum and, where relevant, the Science curriculum. Where objectives relate directly to online safety, these will also be delivered and/or reinforced during Computing and ICT lessons.

In each year group, appropriate resources, including diagrams, videos, books, games, will be used to assist learning, alongside discussion and practical activities. At the discretion of the class teacher, pupils may, on occasion, be taught in gender-segregated groups, dependent upon the nature of the topic being delivered. When planning lessons, the class teacher will establish what is appropriate for one-to-one and whole-class settings, and plan their lessons accordingly. At all times, pupils will be encouraged to engage in discussion and ask questions, which will be answered sensitively, honestly and with due regard to the pupil's age and understanding.

## **Equal opportunities**

We understand our responsibilities in relation to the Equality Act 2010; specifically, that we must not unlawfully discriminate against any person because of their age, sex or sexual orientation, race, disability, or religion/belief. The teaching of our relationships, health and sex education curriculum reflects these requirements set out in law so that pupils understand what the law does and does not allow, and the wider legal implications of the topics that are being taught.

We will ensure that all teaching and materials are appropriate for the ages of the pupils, their developmental stages and any additional needs, such as SEND. Curriculum plans will: provide appropriate challenge for pupils; be differentiated for pupils' needs; give an equal focus to boys and girls; support the reduction of stigma, particularly in relation to mental wellbeing; encourage openness through discussion activities and group work; challenge perceived views of protected characteristics through exploration of, and developing mutual respect for, those different to themselves.

## **Confidentiality**

Confidentiality within the classroom is an important component of relationships, health and sex education, and teachers will respect the confidentiality of their pupils as far as is possible. They will, however, report any concerns or disclosures that indicate potential abuse to the Designated Safeguarding Lead as per the school's Safeguarding and Child Protection policy. Pupils will be informed of the school's responsibilities in terms of confidentiality and will be supported to understand what action may be taken regarding any concerns that they share.

## **Monitoring and review**

This policy will be monitored by the Headteacher and Local Governing Body. Curriculum effectiveness will be evaluated as per the school's cycle for monitoring of teaching and learning, which will include review of lesson planning, lesson observation, and work scrutiny.

This policy will be reviewed every two years. Review will be undertaken (a) by REAch2 Academy Trust, regarding adherence to statutory requirements, and (b) by the Headteacher and Local Governing Body, regarding school-specific implementation and effectiveness. Policy review will take into account feedback from parents and carers, pupils and staff, as well as any changes to legal and statutory frameworks.