

# COGNITA



## **Relationships and Sexuality Education (RSE) Policy**

**September 2023**

Parental Consultation September 14th, 2022

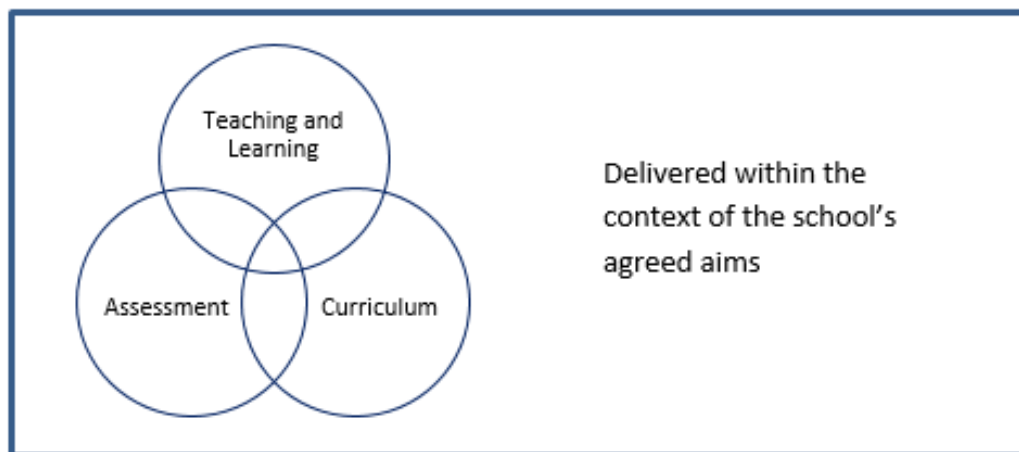
Contents

1	Introduction and aims.....	3
2	Statutory requirements.....	4
3	Policy development.....	4
4	Definition.....	4
5	Curriculum .....	4
6	Delivery of RSE .....	5
7	Roles and responsibilities .....	6
8	Students .....	6
9	Parents' right to withdraw.....	7
10	Training.....	7
11	Monitoring arrangements.....	7
	Appendix 1: Curriculum Map.....	8
	Appendix 2: By the end of primary school, students should know: .....	11
	Appendix 2: By the end of secondary school, students should know:.....	14

### 1 Introduction and aims

The purpose of this policy is to ensure that our Relationships Education, Relationships and Sexuality Education (RSE) and Health Education supports our school ethos and fulfils our school aims, which are defined as:

- 1.1 This policy applies to all students, including those in the Early Years.
- 1.2 This policy forms part of our broad and interlinked 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 an inclusive framework, tailored to our learners in which sensitive discussions can take place in an authentic context.
- 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 empowerment, self-respect, confidence and empathy.
- 1.8 Create a positive culture around identity, 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 Welsh government and meets the requirements of the Independent School Standards/BSO Standards/Estyn 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 In Wales, we follow The Curriculum for Wales – Relationships and Sexuality Education Code

### 3 Policy development

This policy is being developed in consultation with staff, students, and parents. The consultation and policy development process involves the following steps:

- Review – The PSE Lead (Rachel Smart) and the PSE Coordinators (Diane Trenoweth, Varuni Rathkey, Kate Schofield and Clare King) review all relevant information, including but not limited to, relevant national and local guidance.
- The policy is drafted in accordance with statutory guidance and aligned with Estyn/Welsh Government standards. The school curriculum plans are being amended accordingly.
- Staff consultation – school staff have been given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties have been invited to review the policy and a selection of resources and offer commentary.
- Student consultation – students will be consulted about their RSE lessons in School Council meetings and within the Inclusion and Diversity group.
- Ratification – once amendments have been made, this policy was published.

### 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, developmental stage, needs and feelings of students.
- 5.3 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 ALN/ 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.

5.4 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

## 6 Delivery of RSE

6.1 RSE is taught as part of our PSHE curriculum.

In the Prep School, there is a termly programme of RSE topics covered by the class teacher and other specialist teachers within the school community (see appendix).

At Key Stage 3 the course is delivered to all students through a mixture of lessons taught by our teachers and drop-down sessions taught by our community police officer, our teachers and other outside speakers. There is one lesson of taught RSE/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 sessions, RSE 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.

At Key Stage 4 RSE is taught as part of our PSHE provision, during twice weekly form sessions, through drop down sessions and through outside speakers. RSE 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.

At Key Stage 5, RSE is taught during weekly form sessions, as well as through drop down sessions and through outside speakers.

6.2 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.

6.3 All school

These areas of learning are taught within the diverse 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 Rachel Smart with the PSE Coordinators. 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 Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school.

##### 7.3 The Chair of Governors

The Chair of Governors (General Manager) will hold the Headteacher 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 ALN;
- 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

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 Headteacher.

### 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 Additional Learning Needs and Disabilities

Our curriculum is inclusive and our RSE and Health Education is accessible for all students, tailoring their learning to their maturity, knowledge, and anticipating their physiological and emotional development. For those pupils with additional learning needs or specific learning difficulties, the school will liaise with the ALNCo

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

As set out in the ALN code of practice, when teaching these subjects to those with ALN St Clare's School is mindful of preparing students for adulthood.

St Clare's School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their ALN. 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**

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

<https://gov.wales/sites/default/files/publications/2022-01/curriculum-for-wales-relationships-sexuality-education-code.pdf>

9.2 As an independent school within Wales, we have chosen to embed the Welsh RSE Code fully into our curriculum offer.

### **10 Training**

10.1 Staff are offered training on the delivery of RSE and external professionals support in the delivery of our programme.

### **11 Monitoring arrangements**

11.1 The delivery of RSE is monitored by:

Work scrutiny, lesson observations learning walks, workshop evaluations.

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

Senior School

Prevent and e-safety all come under the umbrella of PHSE at St. Clare's School

**The Wellbeing Hub – Teen Tips: St. Clare's now offers this resource to all staff, parents and pupils.**

### KEY STAGE 3

• At Key Stage 3, there is one timetabled lesson of PHSE per week.		
Autumn Term		
Year 7	Year 8	Year 9
Health and Emotional Wellbeing Transition Rules Happiness Friendship Healthy Eating Dementia/mental health/anxiety Diversity Human rights Bullying Kindness	Health and Emotional Wellbeing School Friendship Healthy Dementia/mental health/anxiety/stress Diversity Human rights Bullying Kindness	Health and Emotional Wellbeing Wellbeing Self-care School life Body image Dementia Discrimination Online stress Human rights Kindness
Spring Term		
Year 7	Year 8	Year 9
Relationships Family Different relationships Commitment Abuse Internet/I.T. Safety Cyber Bullying	Relationships Boundaries Bullying Self-esteem LGBTQ+ Family Life	Relationship Abuse Consent Sexual Images



## Relationships and Sexuality Policy 23-24

Summer Term		
Year 7	Year 8	Year 9
Relationships and Sex Education Values Puberty Consent	Relationships and Sex Education Gender Sexuality Values Consent Contraception Parenting Menstruation	Relationships and Sex Education Consent STIs Contraception Pregnancy Support
<b>External Police Liaison Sessions (delivered throughout the year) To be restarted post-COVID</b>		
1. Sexting - Risky Pics 2. Alcohol – Thinking About Drinking 3. Substances – New and Nasty	1. Internet Safety – Look Who’s Talking 2. Substances – Rue the Day	1. Safer Relationships – Domestic Abuse, Hidden Hurt 2. Alcohol – Double Trouble 3. Sexual Exploitation – Dangerous Deceptions

### KEY STAGES 4/5

<ul style="list-style-type: none"> <li>• Year 10 and 11 have slots during assembly time, in which PSE is taught, as well as drop-down days and external sessions.</li> <li>• Years 12 and 13 have topic-based assemblies, with the Head of 6<sup>th</sup> Form and run Inclusion and Diversity Club with the Pastoral Deputy.</li> <li>• We also have a Peer Mentoring Programme via which members of the 6<sup>th</sup> Form teach and participate in Key Stage 3 lessons.</li> <li>• PSE/RSE Topic workshops are now part of the Enrichment Programme</li> </ul>	
Topics Covered	
Year 10	Year 11
Mental health and wellbeing Family Life Transition Relationships/Friendships Consent	Emotional wellbeing Empathy Stress Resilience
<u>Enrichment Days: Optional Workshops – Based on pupil voice request:</u> 1. Sexual Health 2. Self-harm 3. Mental Health Awareness	<u>6<sup>th</sup> Form Focus 2021-22</u> 1. Healthy relationships 2. Mutual Respect 3. Consent
<b>External Police Liaison Sessions (delivered throughout the year) – To be restarted post-COVID</b>	
1. Substances – Class Act	2. Sexual Consent – No Means No

## Relationships and Sexuality Policy 23-24

Prep School

Autumn Term PSHE/RE						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic						
Relationships	<a href="#">Autumn 1 - Relationships.</a>	<a href="#">Autumn 1 - Relationships</a>	<a href="#">Autumn 1 - Relationships.</a>	<a href="#">Autumn 1 - Relationships</a>	<a href="#">Autumn 1 - Relationships.</a>	<a href="#">Autumn 1 - Relationships</a>
	'VIP's'	'Be yourself'	'VIP's'	'Be yourself'	'VIP's'	'Be yourself'
	<a href="#">Autumn 2 - Relationships</a>	<a href="#">Autumn 2 - Relationships</a>	<a href="#">Autumn 2 - Relationships</a>	<a href="#">Autumn 2 - Relationships</a>	<a href="#">Autumn 2 - Relationships</a>	<a href="#">Autumn 2 - Relationships</a>
	'TEAM'	'Digital wellbeing'	'TEAM'	'Digital wellbeing'	'TEAM'	'Digital wellbeing'

Spring term PSHE/RE						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic						
Relationships	<a href="#">Spring 1 - Living in the wider world.</a>	<a href="#">Spring 1 - Living in the wider world</a>	<a href="#">Spring 1 - Living in the wider world.</a>	<a href="#">Spring 1 - Living in the wider world</a>	<a href="#">Spring 1 - Living in the wider world.</a>	<a href="#">Spring 1 - Living in the wider world</a>
	'Money matters'	'Aiming high'	'Money matters'	'Aiming high'	'Money matters'	'Aiming high'
Living in the Wider world	<a href="#">Spring 2 - Living in the wider world</a>	<a href="#">Spring 2 - Living in the wider world</a>	<a href="#">Spring 2 - Living in the wider world</a>	<a href="#">Spring 2 - Living in the wider world</a>	<a href="#">Spring 2 - Living in the wider world</a>	<a href="#">Spring 2 - Living in the wider world</a>
Health and wellbeing	'One World'	'Diverse Britain'	'One World'	'Diverse Britain'	'One World'	'Diverse Britain'

Summer term <u>PSHE/RE</u>						
<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Topics						
<u>Health and Wellbeing</u>	<u>Summer 1 - Health and Wellbeing</u> 'Safety first' <u>Summer 2 - Health and Wellbeing</u> 'It's my body'	<u>Summer 1 - Health and Wellbeing</u> 'Think Positive' <u>Summer 2 - Health and Wellbeing</u> 'Growing up'	<u>Summer 1 - Health and Wellbeing</u> 'Safety first' <u>Summer 2 - Health and Wellbeing</u> 'It's my body'	<u>Summer 1 - Health and Wellbeing</u> 'Think Positive' <u>Summer 2 - Health and Wellbeing</u> 'Growing up'	<u>Summer 1 - Health and Wellbeing</u> 'Safety first' <u>Summer 2 - Health and Wellbeing</u> 'It's my body'	<u>Summer 1 - Health and Wellbeing</u> 'Think Positive' <u>Summer 2 - Health and Wellbeing</u> 'Growing up'

**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"> <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>

## Relationships and Sexuality Policy 23-24

TOPIC	STUDENTS SHOULD KNOW
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> <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>

Secondary schools insert: St Clare's School

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

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</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 people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

## Relationships and Sexuality Policy 23-24

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>

## Relationships and Sexuality Policy 23-24

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>



<b>Ownership and consultation</b>	
Document sponsor (role)	Group Director of Wellbeing
Document author (name)	Beth Kerr/PSHE Leads
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<b>Audience</b>	
Audience	All school staff

<b>Document application and publication</b>	
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<b>Related documentation</b>	
Related documentation	Curriculum Policy ALN Policy EAL Policy Prevent Duty Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards