



LEARN4LIFE (PERSONAL, SOCIAL, HEALTH, ECONOMIC EDUCATION) POLICY

Including Drugs Education (Appendix 1) & Sex and Relationships Education (Appendix 2)

Date: September 2019

Next Review Date: September 2022

This policy has been written to ensure we are meeting the requirements of National Curriculum, and incorporates SEAL materials and Every Child Matters guidance (2004). It also reflects that we are following the Wiltshire Learn4Life Scheme of Work. This policy now incorporates, as appendices, policies for both SRE (Sex and Relationships Education) and Drugs Education.

Links to other policies/guidelines

This policy should be read in conjunction with the: Behaviour, Health & Safety, Anti-bullying, Whole School Food, Child Protection, Equal Opportunities, Educational Visits Policies and the relevant **Detailed Guidelines** in the **Staff Health and Safety Manual**.

What is Learn4Life (PSHEE)?

Learn4Life (PSHEE) encompasses all areas designed to promote children's personal, social, health and economic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. It follows the objectives of the Learn4Life scheme of work. Which includes the use of S.E.A.L. teaching materials. Other teaching resources include parts of the Big Talk Made Easy Series. which is designed to support the teaching of strategies to protect children against Child Sexual Exploitation (CSE).

What is S.E.A.L.?

S.E.A.L. is a teaching programme (Social and Emotional Aspects of Learning) which will help the children in their personal, social and emotional development. It forms part of the Wiltshire Learn4Life scheme of work.

S.E.A.L. will help children to develop self-awareness, motivation, social skills and managing their feelings.

These skills will help our children to become better learners, get on better with other people and be responsible citizens. They are part of every area of life.

Our ethos and PSHEE curriculum ensure that every child has the right to: Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, and Achieve Economic Well-being.

What is Big Talk Made Easy?

The Big Talk Made Easy Series is designed to support the teaching of strategies to protect children against Child Sexual Exploitation (CSE).

Aims of Learn4Life (PSHEE) Education at Corsham Regis Primary Academy

Our academy mission statement reflects what we hope to achieve in Learn4Life (PSHEE).

We want our children to develop self- awareness, positive self-esteem and confidence, enabling them to:

- stay as healthy as possible
- keep themselves and others safe including safety online and safety from abuse and exploitation
- understand that different cultures or religions have different beliefs and practices but that does not mean that children within those cultures should not have the same protection from harm (FGM)
- have worthwhile and fulfilling relationships
- have an age appropriate understanding of healthy relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other
- to become involved in the life of their community
- to know about democracy and how to be active citizens
- to know about economic wellbeing.

We want our children to:

- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges now and in the future.
- decide on values by which they want to live their lives.

Our school curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives.

Curriculum content

Our programme for Learn4Life (PSHEE) is based on Wiltshire's Learn4Life Scheme of Work and encompasses SEAL materials for each year group with

planning adapted to meet the needs of the children in those year groups. Aspects of Learn4Life (PSHEE) will also be covered within other subject teaching and in special days and weeks.

The same themes are taught each year and revisited regularly, building on previous learning. Learn4Life (PSHEE) is recognized alongside other curriculum areas in Celebration Assembly.

In addition children will receive regular lessons about how to protect themselves from CSE (Child Sexual Exploitation). This will be taught at an age-appropriate level using a range of resources mainly from the NSPCC, Big Talk cards (see above) and the My Body Safety Rules.

Delivery of Curriculum

As from September 2012, when communicating with pupils Learn4Life (PSHEE) will be referred to as Learn4Life. This more child-friendly name, which reflects our scheme of work, will enable identify the subject and more easily talk about it.

A range of teaching strategies will be used as appropriate. These will include:

Circle time, role-play, discussion – whole class, small group, 1:1, visitors e.g. PC, Fire Brigade, School Health Advisor etc., stories e.g. exploring behaviour of characters, creative activities, and pupil initiated activities.

There are timetabled Learn4Life (PSHEE) lessons in KS1 and KS2, as well as related activities in other subjects. There will also be opportunities during collective worship e.g. stories and discussion, Celebration Assembly. The whole school ethos promotes our work in Learn4Life (PSHEE), as set out in our Mission Statement and home-school agreement. In the Foundation Stage, it is taught throughout the whole curriculum and in circle time sessions.

KS1 and KS2 Classes follow the Wiltshire Learn4Life scheme of work which incorporates a range of resources including SEAL.

Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. **All classes use circle time to promote and discuss issues within Learn4Life (PSHEE)** and where appropriate we follow the Quality Circle Time model. Learn4Life (PSHEE) will also be supported by the use of Golden Time and the adherence to the Golden Rules.

The elected school council is actively involved in promoting Learn4Life (PSHEE) issues, as are Playground Buddies and SuperSixes.

Confidentiality

When responding to personal disclosures from children, staff owe a duty of confidentiality which will only be breached when the child is at risk. This is made clear to the children. This is in line with the school Confidentiality Policy.

Cross Curricular links

Links are made with Learn4Life (PSHEE) in other curriculum areas as appropriate e.g. R.E., P.E., Science, Geography, in Topic planning and in whole school events.

Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. There will be an annual written assessment as part of the child's annual report. The Learn4Life (PSHEE) leader will devise tasks and will assess them to ensure continuity. Children will be involved in self-assessment e.g. talking about their own experiences, using the self-review activities in Learn4Life and in special assemblies celebrating achievement.

Children will be rewarded in line with school policy e.g. stamps and stickers for good behaviour, certificates in Celebration Assembly and steps towards the class reward.

Staff assess children against the key Learn4Life objectives using the Remark on the Remarkable Assessment document from the Learn4Life scheme of work. This is passed on at the end of the school year to the new class teacher as part of the transition process.

Monitoring and Evaluation

Planning and samples of work, including photographs and questioning of children, will be collected by the Learn4Life (PSHEE) leader.

Foundation Stage pupils will be assessed in line with baseline assessments and Foundation Stage profiles.

The SENCo and SLT have responsibility for pupil welfare. The Learn4Life (PSHEE) leader works closely with all staff to ensure that our aims are being met. The school has an action plan as part of the work carried out in Learn4Life (PSHEE). The team will carry out self-review of those targets.

Learn4Life (PSHEE) provision will have clearly defined learning outcomes, shown on the planning sheets, and these are shared with children as part of assessment for learning.

The action plans are in line with the Schools Improvement Plan and are regularly reviewed as part of this process.

When budget allows, staff will attend courses etc. to keep up-to-date with developments. The Learn4Life (PSHEE) leader will pass on to staff any further information as it becomes available and will attend any future training courses for this subject, disseminating information as appropriate.

Equal Opportunities

Provision for Learn4Life (PSHEE) is in line with all of our policies and guidance. All children have equal access to the Learn4Life (PSHEE) curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes, and are monitored annually to ensure that sensitivity.

Parental and Community Involvement

Parents/carers are invited to join in events in school, including class and Learn4Life (PSHEE) related assemblies on relevant themes. Parents/carers are regularly informed of events and developments in the school newsletter.

Working with parents/carers is a vital part of the whole school approach to Learn4Life (PSHEE). Aspects of it are included in our home – school agreement.

We also work closely with the local church. We involve outside agencies e.g. School Health Advisors, School Police liaison officer, dental health advisors etc. as much as possible to deliver aspects of the curriculum.

This school believes that partnership with parents/carers and the community enables us to receive specialist support and information to plan the best possible Learn4Life (PSHEE) curriculum for our children.

Appendix 1-Drugs Education

This part of the Learn4Life (PSHEE) policy has been written to:

- Support the school's endeavour to maintain the safety and well-being of all pupils, staff and visitors
- Clarify legal responsibilities, entitlements and obligations
- Support all the members of the school community by providing clear guidance and procedures on drug related issues to ensure clarity and consistency
- Develop a whole school approach to drug education in the context of the school curriculum

Key roles and responsibilities

Drugs Education falls under the responsibility of the Learn4Life (PSHEE).

Inclusive definition of drugs

We define a drug as a substance, which, when taken into the body, changes the way we feel, the way we perceive things, or the way our body works. This definition includes illegal substances and also legal substances such as alcohol, tobacco, solvents and medicines.

Rationale

It is our aim to help all pupils to be able to take their place safely in a world where a wide range of drugs exists. We recognise that some drugs have beneficial effects, but also that every drug has potential harm. For this reason, all drugs need appropriate and responsible care and management. In order to be able to make informed choices, staff and pupils need to understand the nature of drugs, their social status, their uses and effects.

Boundaries, including relevance of the policy to school trips and visits

The legal definition of premises of the school includes everything within the property boundaries including buildings, outbuildings, playgrounds and fields and also extends to include other settings such as vehicles, boats, marquees or any venue managed by the school at the time of e.g premises of a school trip or visit.

Context

We will provide all pupils with drug education as an integral part of our Learn4Life (Personal, Social, Health and Economic Education (PSHEE)) programme as prescribed in the Scheme of Work currently in place.

Ethos

Drug education in our school aims to enable pupils to make healthy informed choices by increasing their knowledge, exploring a range of attitudes towards drug use and developing and practicing decision making skills. The programme we follow will be based on national and local guidelines for good practice and will be appropriate to the age and experience of our pupils.

Content and delivery

Teaching will be based on an understanding that a variety of approaches should be used in order to meet the differing needs and learning styles of pupils. It is recognised that active or participatory learning styles can be particularly helpful in developing skills, knowledge and values. Resources are ordered from the Local Authority Health Team Resource Centre when needed.

Please see the overview of the scheme of work for further details.

Use of visitors and outside speakers

Drug education in our school is supported by the following: e.g. School Health Nurse, Police Liaison Officer etc

We use visitors to support our planned teacher led programme of education, in line with national and local guidance so that their contribution fits our needs and they are clear how their input fits into our planned programme. The class teacher is always present when visitors are working with our pupils.

Evaluation

Drugs Education is regularly evaluated through recorded pupil feedback and informal and formal staff discussions.

Managing drug related incidents

Pupils, staff and visitors to the premises are made aware of the school's drug policy.

Routine arrangements:

Medicines

The school has a policy/procedure for the administration of medicines that must be followed for everyone's safety. Our practice is in line with guidance as recommended by Wiltshire School Health and Safety manual.

Alcohol

No alcohol will be consumed during the course of a normal school day. Alcohol is not permitted on the school premises except with written permission from the

head teacher. Parents/carers and visitors under the effects of alcohol will be asked to leave the premises for the safety of the whole school.

Tobacco

The school premises are no smoking areas at all times. Pupils are not permitted to bring smoking materials to school, including matches and lighters. In the interests of health and safety, should a pupil be found in possession of any of these on school premises, they will be confiscated.

Solvents

The school will ensure that potentially hazardous substances are stored safely, and pupils will be supervised if it is necessary that they come into contact with them in the course of their work. Pupils are not permitted to be in possession of sniffable products.

Illegal drugs

No illegal drugs are allowed to be brought on to, or used on school premises. To protect the health and safety of the school community regular checks will be made of the site to ensure that drug paraphernalia, particularly needles and syringes, are cleared away safely and legally.

Incidents

A drug related incident may include any of the following:

- Finding drugs or related paraphernalia on school premises
- Possession of drugs by an individual on school premises
- Use of drugs by an individual on school premises
- Supply of drugs on school premises
- Individuals disclosing information about their drug use
- Rumours of drug possession, supply or drug use.
- Reports of drug possession, supply or drug use

Guiding principles

The school is aware of its legal responsibilities in regard to drug related incidents and in responding to them.

We seek to work in line with national and local guidance as outlined by the Local Authority.

The Academy's first responsibility is for the welfare of the child, balanced with the need to protect the community as a whole.

The head teacher will be responsible for coordinating the management of drug related incidents, offering sources of support and liaising with outside agencies.

Incidents will be dealt with after making an assessment of the situation and be reported to the head teacher.

Appropriate support will be offered to those with substance misuse problems.

Evidence of drug use or possession will not necessarily result in exclusion, which will only be considered in serious cases in line with DFE guidance on exclusion.

The school will always seek to respond appropriately to each individual case by selecting from a range of possible responses, that which is most appropriate.

Procedures:

Medical emergencies

If an individual is unconscious, is having trouble breathing, is seriously confused or disorientated, has taken a harmful toxic substance or is otherwise at immediate risk of immediate harm medical help will be sought and first aid given if required. The priority will be the pupil's safety.

Individuals in possession of drugs

If any pupil or adult on school premises is found in possession of an unauthorised drug it will be confiscated whenever possible. If the drug is suspected to be illegal, the school may wish to contact a police officer for discussion. If the substance cannot be legally destroyed or disposed of they will be handed to the police as soon as possible and not stored for any longer than is necessary. Talking with an individual about a drug related incident will have as its purpose to confirm or reject suspicions or allegations, rather than to conduct a wider investigation. Parents/carers of pupils will normally be informed and other professionals from the Local Authority, Young Persons Substance Misuse Service, Youth Service, Police, School Health Service, Social Services may be informed or consulted as appropriate.

Support for pupils

At Corsham Regis the welfare of the pupil is paramount. We maintain that constructive strategies that enable pupils to continue to benefit from continued education are preferable to exclusion.

Following actions to preserve immediate safety, the health and emotional needs of pupils will be considered. Support is available through the pastoral system to ensure a caring response to pupils in distress.

Interventions will be considered if the school feels a pupil is showing signs which indicate particular risks of, or from, involvement with drugs, whether their own or that of their parent or carer. Such interventions may include consultation and subsequent referral. Exclusion from school will rarely be considered, as it is recognised that excluded pupils become significantly more vulnerable to drugs than those within formal schooling.

Disciplinary responses and sanctions

Permanent exclusion is regarded as a last resort when all other options have been exhausted and serious anti-social behaviour still persists. A range of other sanctions are available that may be employed to help young people learn from their mistakes and send out a clear warning to other young people. These include: The removal of certain privileges, agreeing a contract of behaviour, and short term exclusion. A case conference will be called if necessary. Each case will be assessed and levels of sanctions may vary according to the seriousness of the incident, the pupil's involvement and other factors.

Recording

All incidents will be recorded within 24 hours. These recordings will be stored securely in the head teacher's office. See Appendices for the county drug related incident record sheet.

Confidentiality regarding Drugs Education specifically

Complete secrecy can never be promised to a pupil, though information given in confidence will not generally be disclosed to anyone else. If a pupil chooses to disclose that they are using a drug without medical authorisation, particularly when seeking support, this information will not be used against them. However action will be taken to ensure that the pupil comes to no serious harm if this is considered a significant risk. Staff have a commitment to inform the pupil in advance of any disclosure of information to others and if possible, enable the pupil to be involved in the process. Staff are committed to protect a young person's anonymity where their disclosure may implicate others. Regarding disclosures, staff need to carefully define and communicate the boundaries of confidentiality offered.

Appendix 2-Sex and Relationships Education

What is Sex and Relationships Education?

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHEE).

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and partner relationships for family life, stable and loving relationships, including lesbian, gay, bi-sexual and transgender relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Why is sex and relationships education in schools important?

The rationale behind the teaching of SRE at Corsham Regis Primary Academy is led by the most recent rationale from the DfE:

Secretary of State Foreword

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. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

~~(PSHE Association Supplementary advice to the Sex and Relationship Education Guidance DfEE 0116/2000)~~

~~High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:~~

- ~~• Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.~~

- ~~Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.~~
- ~~SRE plays a vital part in meeting schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.~~
- ~~Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.~~

~~This part of the policy has been written bearing in mind DFE guidance on sex and relationship education in schools.~~

~~It has been written to take account of the revised National Curriculum, the need for guidance arising out of the Personal, Social, Health and Economic Education (PSHEE) framework and the Social Exclusion Unit report on teenage pregnancy.~~

Sex and relationship education should be firmly rooted in the framework for Learn4Life (PSHEE).

- Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for Learn4Life (PSHEE).
- The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in Learn4Life (PSHEE), will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- The Learn4Life (PSHEE) framework will help pupils develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role, alongside other aspects of the curriculum and school life, in helping pupils deal with difficult moral and social questions.

Curriculum Content

SRE is taught through different aspects of the curriculum. Whilst the main SRE teaching is carried out within the Learn4Life (PSHEE) curriculum, some elements are also taught through other subject areas (for example Science and PE) where Corsham Regis believes they contribute significantly to a child’s knowledge and understanding of his/her own body, and how it changes and develops.

SRE contributes to the foundation of Learn4Life (PSHEE) by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name parts of the body and describe how their bodies work
- can protect themselves and ask for help and support; and
- are prepared for puberty

Elements of SRE taught through the National Curriculum for Science are:

KEY STAGE 1

- that animals including humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans
- that humans and animals can produce offspring and these grow into adults
- To recognise similarities and differences between themselves and others and treat others with sensitivity.
- That their bodies are their own and how to keep them

KEY STAGE 2

- that the life processes common to human and other animals include nutrition, growth and reproduction
- about the main stages of the human life cycle

From Year 4 particular emphasis is placed on health education, as many children experience puberty at this age. By the end of Year 6 Corsham Regis ensures that both boys and girls know:

- How babies are born
- How bodies change during puberty
- What menstruation is, and how it affects women
- The importance of healthy relationships based upon respecting differences and good communication.

The Upper KS2 element of SRE is taught with due regard for the emotional **and educational** development of the children. A letter is sent to all parents and carers of children in Year 4 to 6 to inform them about the programme of lessons.

Child Sexual Exploitation

As part of PSHEE, at an age appropriate level, pupils should be given clear messages about healthy relationships and risky behaviour including:

- Respect and responsibilities
- How to stay safe
- An understanding of what to do and who to discuss issues with
- An awareness of unhealthy relationships, sexual exploitation and grooming
- An understanding of dangerous and exploitative situations
- An opportunity to explore gender stereotypes and gender roles
- An increased awareness of risk, assessing risk and the consequences of risk taking, including sexual bullying and peer pressure
- An opportunity to build skills and confidence in developing positive, healthy relationships

This will be carried out through Learn4Life lessons, circle times, small group activities and a whole school ethos which supports enabling children to “If you’re worried sad or scared, tell someone.”

The Role Of Parents/Carers

Corsham Regis is well aware that the primary role in children’s sex and relationship education lies with parents and carers.

At school our objective is to build a positive and supporting relationship with parents and carers through mutual understanding, trust and co-operation. In promoting this objective Corsham Regis:

- Informs parents/carers about the school’s sex and relationship education policy and practice
- Is willing to answers any questions that parents/carers may have about the SRE of their child
- Takes seriously any issue that parents/carers raise about this policy or the arrangements for SRE in school
- Encourages parents/carers to be involved in reviewing the school policy and making modifications to it as necessary
- Informs parents/carers about the best known practice with regard to SRE so that the teaching in school supports the key messages that parents and carers give to children at home.

The staff and governors of Corsham Regis believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

The Parental Right of Withdrawal

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are

understood and to clarify the nature and purpose of the curriculum. These discussions will be documented and a record kept.

~~Corsham Regis acknowledges that parents/carers have the right to withdraw their child from all or part of the SRE programme that is taught in school. If a parent or carer wishes their child to be withdrawn from SRE lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in.~~ **Corsham Regis will always comply with the wishes of parents/carers in this regard.**

The Role of Other Members of the Community

Delivery of SRE is not the sole responsibility of schools and at Corsham Regis we encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority give us valuable support with our SRE programme. Other people that we call on include local clergy, social workers and youth workers.

Confidentiality regarding SRE specifically

Teachers conduct SRE lessons in a sensitive manner and in confidence, however, teachers are not permitted to offer or guarantee pupils **unconditional** confidentiality.

If a child makes a reference to being involved, or likely to be involved in sexual activity or indicates that they may have been a victim of abuse, the teacher will take the matter seriously and deal with it as a matter of child protection. In such circumstances the teacher will talk to the child as a matter of urgency and then raise their concerns with the head teacher who in turn will deal with the matter in consultation with health care professionals and the child's parents/carers.

The Role of the Head Teacher

It is the responsibility of the head teacher to ensure that both staff and parents/carers are informed about Corsham Regis' SRE, and that this and the Learn4Life (PSHEE) policy is implemented effectively. The head teacher will:

- Ensure that members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity.
- Liaise with external agencies regarding the SRE programme and ensure that all adults who work with children on these issues are aware of the school Learn4Life (PSHEE) policy and work within it's framework

A copy of the complete Learn4Life (PSHEE) Policy is available on request from the school office and all staff and governors have been informed of this. All teaching staff have received a copy. It will be widely publicised, included in

induction of new staff and supply teachers and monitored for effective use. It will be mentioned in the school prospectus and staff handbook. The policy will be mentioned at school parents' evenings and discussed with pupils.

The policy will be reviewed every two years. This review will take into account the usefulness and effectiveness of the policy using comments and observations from the school community as well as any changes or recommendations related to national findings and recommended good practice around Learn4Life (PSHEE), Drug Education, Sex and Relationships Education and management of incidents.

DfE Guidance for Relationships and Sex Education

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