



Charnock Hall Primary Academy

A L.E.A.D. Academy

# **Relationships, Sex and Health Education (R.S.H.E) Policy**

## **Introduction**

This statement sets out the legal framework, the definitions and our policy expectations.

L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies, adapted to meet the needs of individual contexts and cohorts.

The L.E.A.D. ethos is that effective personal development is crucial to the rounded education provided to our pupils. Every child should have access to effective Health, Sex and Relationship Education.

L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Head teacher of each academy.

This policy outlines the commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education guidance 2019 and statutory requirements.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Health Education compulsory for children receiving primary education.

RSHE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE will be taught in an age-appropriate manner throughout each Academy within the Trust.

### **1. Definition**

Relationships, Sex and Health Education (known as Personal, Social, Health, Economics education at CHPA) is committed to supporting all children to grow up happy, healthy and safe, and to provide them with the knowledge they need to manage the opportunities and challenges of modern Britain. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. This aim is to build the foundation of skills and knowledge that will be further developed at a secondary level and in preparation for adult life. Our key aim in providing RSHE is to safeguard our pupils.

Sex Education for primary age pupils is not compulsory. However, at L.E.A.D. Academy Trust, all academies ensure that the sex education programme designed and implemented, is age appropriate and is tailored to the physical and emotional maturity of the pupils, and is aligned with the model policies issued by the relevant local authority – in the case of CHPA, this is Sheffield. The policy will equally be outlined and shared with the relevant stakeholders and parents.

The statutory subject of Personal, Social, Health, Economics Education includes coverage of: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; and, changing adolescent body (i.e. puberty education).

The key objectives of the PSHE programme are to:

- Teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- Enable pupils to gain the skills and understanding to support the development of healthy bodies and minds.
- Develop pupils' skills around assessing risk and keeping safe.
- Enable pupils to recognise and manage their emotions effectively.
- Support pupils to effectively manage their health and wellbeing.
- Make pupils aware of their rights especially in relation to their bodies.

- Enable the development of social and relationship skills and protective behaviours.
- Prepare pupils for the physical and emotional changes of puberty and menstruation.
- Explore a range of attitudes, values and faith perspectives around aspects of relationships.
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings.
- Provide pupils with the knowledge and skills to access appropriate support.

The CHPA PSHE programme, is based on the needs of pupils, in order to support learning outcomes appropriate to their age, ability and level of maturity. Pupils will be helped to appreciate difference and to respect themselves and others.

## 2. The Curriculum

PSHE is taught in each year groups throughout CHPA. The curriculum we deliver is age-appropriate and progressive, building pupil knowledge, understanding and skills year on year. PSHE will be delivered and parents/carers will be informed of what will be covered annually.

The following aspects and concepts will be covered within the RSHE guidance published in June 2019.

Concepts within the Curriculum	
Mental wellbeing	Physical health & fitness
Sexual education	Being safe
Changing adolescent body	Health & prevention
Basic first aid	Internet safety & harms
Drugs alcohol & tobacco	Healthy eating
Respectful relationships	Families (& people who care for me)
Online relationships	Caring friendships

Here, at CHPA, we value PSHE as one way to support pupil development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. This applies to all areas of pupils' development and learning. We believe relationships and health education plays a key in providing pupils with the knowledge that enables them to make informed decisions about their wellbeing, health and relationships to build their self-efficacy. These subjects can support young people to develop resilience, to know how to ask for help, and to know where to access support. Ultimately, helping pupils to be happy, healthy and safe now and in the future. To ensure progression and a spiral curriculum, we are using 'PSHE Association Question Based Model' to map out our RHE curriculum to build upon previous knowledge and skills whilst addressing the three main themes; relationships, health and wellbeing and living in the wider community.

### i) Aspects of Coverage/ Concepts

We define relationships and health education as the building blocks needed for positive a safe relationships, including family, friends and online. This includes the importance of treating others and ourselves with kindness, consideration, respect and lifelong learning about physical, moral and emotional development. We teach PSHE as an academy wide approach to underpin pupil development as people and as we believe that this supports their learning capacity

This policy covers CHPA’s approach to Relationships and Health education (RHE). These subjects meet statutory obligations as outline in revised Department for Education statutory guidance (2019) The guidance states that from September 2020, all schools must deliver relationships education (in primary schools).

Additional requirements on schools in law that have informed this policy and our approach include the Equality Act (Equality Act 2021: advice for schools) and Keeping Children Safe in Education – Statutory Safeguarding Guidance (2016).

**ii) CHPA - Academy wide approach**

We are implementing our PSHE curriculum through the ‘PSHE Association Question Based Model’, this is the national body for PSHE education.

Orange = Relationships

Blue = The Wider Community

Green = Health and Wellbeing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

**iii) Implementation**

At CHPA, we timetable 30 minutes to PSHE curriculum learning each week, to teach the knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes. However, depending upon the needs of the classes, and issues (such as friendship issues and issues within the news) that arise, we may spend more time per week. These lessons are tailored through the PSHE Association Question Based Model including key language and terminology.

The explicit PSHE lessons are reinforced and enhanced in many ways, such as:

Assemblies and collective worship, team points, Class Learning Charters, Charnock Values and LEAD values, through relationships child to child, adult to child and adult to adult across CHPA. We aim to ‘live’ what is learnt and apply it to everyday situations.

As PSHE incorporates the development of self-esteem and relationships, pupils’ learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the Academy at any time they are dealing with children.

### **3. Teaching and learning**

The personal beliefs and attitudes of teachers will not influence the teaching of RHE. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgmental approach will therefore always be taken. Teachers, and all those contributing to RHE will work to the agreed values within this policy.

Within PSHE, pupils will develop confidence in talking, listening and thinking about relationships, keeping safe and health. To achieve this, several teaching strategies may be used to support a safe learning environment, including;

- Establishing ground rules with pupils
- Setting the tone by speaking in a matter-of-fact way, to be clear what is appropriate and inappropriate in a whole class setting
- Responding to pupils' question in an age appropriate and sensitive manner
- Using discussion and the appropriate materials
- Encouraging reflection
- Using strategies for pupils who may not wish to raise suggestions in front of others e.g., a question (ballot style) box.

Language and terminology have a vital role to play in helping pupils develop a vocabulary they can use to communicate comfortably, respectfully and accurately about the human body, growing up, sex and relationships. A vocabulary list for each year group will be available on the CHPA website, in the curriculum overviews section.

The delivery of PSHE is monitored by teacher evaluation and reflection of lessons, learning walks, evidence from lesson observations, sampling pupil work and through verbal assessment opportunities.

Feedback and evaluation by pupils, such as pupils' voice, will be influential in adapting and amending planning learning activities.

#### **i) Resources**

As with any other subjects, the breadth of the PSHE curriculum comes from the use of a wide variety of age-appropriate resources. Teachers select resources to support the learning outcomes for the year group they are teaching. Parents are invited annually to review these resources and familiarise themselves with anything which is used. NB: Due to Covid-19 restrictions, ahead of September 2021, this has not been possible in the way that CHPA Leadership would usually arrange (where we invite parents to a meeting) At this time, we encourage parents to communicate and questions to their child's class teacher or Miss L Johnson, as CHPA curriculum Leader.

#### **ii) External speakers**

External speakers may be used to enhance the delivery of PSHE. All external speakers deliver in line with our PSHE policy and safeguarding procedures.

- be suitably qualified to deliver RHE sessions
- be aware of the CHPA PSHE policy and work within this
- always supervised by a member of staff when on CHPA premises
- be familiar with the Safeguarding Policy and alert the teacher to any safeguarding concerns
- understand their contribution they make to the broader PSHE programme
- be suitably vetted prior to being booked

For example, the school nurse may be used to come and discuss menstruation, or for teaching staff to consult with to support their teaching.

#### **iii) Staff Training**

It is important that all CHPA staff feel comfortable and confident in planning and delivering PSHE. We will undertake regular professional development training focusing on how to deliver PSHE. Identification and provision for the continuing professional development (CPD) needs of staff, including non-teaching staff, are described in our Staff training/CPD policy. For PSHE specifically;

- Staff will be offered generic PSHE guidance; this includes guidance on handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching RHE is so important, current law and guidance, learning outcomes and school policy.
- Staff involved in the delivery of PSHE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, and sensitive issues and with potentially difficult questions.

All staff delivering PSHE will take part in training and be familiar with this policy. If a staff member has additional learning and development needs, these will be supported through either mentoring from a more experienced staff member in the Academy, team-teaching, observations, or attendance at an internal or external training event.

#### **iv) Safe Learning in PSHE**

It is important that all pupils feel safe and able to participate in PSHE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session.

As with any topic, pupils will ask questions during PSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way.

When pupils can write independently, pupils may be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant Academy procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher will attend to it on an individual basis, which may involve informing parents.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the leader as part of the evaluation and monitoring process.

#### **v) Equality, Inclusion and Support**

Relationships and PSHE will be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. Positive action is taken to deal with disadvantages affecting a group because of a protected characteristic.

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

PSHE will be accessible to all regardless of their gender or background. Through the delivery of PSHE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RHE. We aim to deliver PSHE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. We have incorporated the Sheffield iLearning RHSE lessons within our curriculum, which have been discussed with the faith groups that are represented within the Sheffield community.

Parents and carers are key partners in PSHE and are best placed to support their children to understand how their learning at CHPA fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught and when. This can be seen on Page 3 and is also on the CHPA website in the curriculum section.

We will use a range of materials and resources that reflect the diversity of the CHPA population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within RHE. All pupil's, whatever their identity, developing identity, or family background need to feel that RHE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the CHPA community and wider society, where possible.

**vi) SEND**

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some pupil's, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

**vii) Vulnerable Pupils**

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RHE in a variety of ways. Care will always be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

**viii) Assessment and Review**

Assessment plays a key role in effective PSHE teaching and learning. Assessment is a process through which professional judgements are made about an individual's learning and development. It is not about making judgements on the character, worth or values of individual pupils, nor is it about continual testing. Teachers will keep a note of pupils who have missed significant parts of PSHE teaching and learning due to absence. Pupils' development in PSHE focuses on knowledge as well as skills development and attitudes. Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes such as questioning, written learning and half-term curriculum trackers. Pupils' learning in these subjects is not formally assessed through the provision of grades or through tests.

Pupils will be encouraged to reflect and self-assess their own learning and progress. This may be done by asking pupils to think about the following questions to support reflection.

- What do I know?
- What new information have I learnt?
- What do I now think and feel?
- How will it change my behaviour in the future?

We report to parents/carers through Parent Consultation events and a written report, sharing pupils' learning and progress, of which PSHE is part.

**ix) Confidentiality, Safeguarding and Child Protection**

Everyone involved in PSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate. This will be part of the Class Charter or lesson rules highlighted at the beginning of every PSHE session.

Teachers will be aware that effective PSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in PSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead (DSL) and/or one of the Deputy DSLs, as outlined in the Safeguarding Policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner, in line with local safeguarding procedures.

#### **4. Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

Therefore, in addition to Relationships and Health Education, and the Science curriculum, a specific sex education lesson is taught in year six towards the end of the Summer term.

At Charnock Hall Primary Academy, we believe children should understand the facts about human reproduction before they leave primary school, and have always done so, so that they are empowered with the correct knowledge of what will happen to them and their bodies. We have not changed our teaching and learning of Relationships and Sex Education to meet the new requirements from the DfE.

We define Sex Education as a lifelong process of acquiring knowledge, developing skills and a positive attitude towards relationships, feelings, self, sex and sexuality. As part of our role at primary school level, (e.g., understanding human reproduction) we intend to teach this through our spiral curriculum building up children's knowledge and understanding and with safe and happy relationships as the core theme, as well as using the Science National Curriculum.

##### **i) Right to withdraw from Sex Education**

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the science curriculum). There is no right to withdraw from Relationships Education or Health Education. Any parent wishing to exercise this right should initially contact the Head teacher to discuss the matter.

If a pupil is withdrawn from an aspect of Sex Education, alternative arrangements will be put in place. This provision and the nature of this learning will be negotiated on an individual basis, dependent on the needs of the pupil.

##### **ii) Menstrual Wellbeing**

Some pupils will begin menstruation whilst still in primary education. To support pupils who are menstruating, we have in place the following:

- Sanitary disposal units are available in one cubicle in the girls KS2 toilet block, and the disabled access toilet in the Main Reception area and in the entrance used by Breakfast/End of Day Provision (JPAC).
- Pupils can access sanitary products from the front desk.
- For those experiencing period poverty free sanitary protection can be accessed through liaison with CHPA and from Government. <https://www.gov.uk/government/publications/period-products-in-schools-and-colleges/period-product-scheme-for-schools-and-colleges-in-england>

When a pupil starts menstruating in the Academy, we will support them on-site and inform parents. Our RHE programme covers basic information about menstruation. If your child has difficulties managing their periods at the Academy, please contact class teacher in the first instance, who will then liaise with an appropriate member of the Safeguarding Team to support you and your child further.



## **5. Roles and responsibilities**

### **The Roll of Senior Leaders/lead members of staff:**

The lead members of staff will:

- Develop this CHPA policy and ensure it is reviewed as per the agreed timetable
- Ensure appropriate training is offered to members of the Academy Governing Body (AGB)
- Ensure that all staff are given regular and ongoing training on issues relating PSHE and how to deliver lessons on such issues
- Ensure that all staff are up to date with the curriculum and its delivery, this policy and any other guidance relating to PSHE
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of PSHE to pupils
- Ensure that PSHE is age appropriate and needs led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs.
- Ensure that the knowledge and information regarding PSHE to which all pupils are entitled is provided in a comprehensive way
- Support parent/carer involvement in the development of the PSHE curriculum
- Ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced PSHE in school
- Communicate freely with staff, parents/carers and the AGB, to ensure that everyone is in understanding of the CHPA policy and curriculum for PSHE, and that any concerns or opinions regarding the provision at CHPA are listened to, considered and acted on as is appropriate
- Ensure that the provision of PSHE at home is complementary to the provision CHPA provides, and communicate to parents/carers any additional support available, where necessary or requested
- The Headteacher is responsible for managing requests to withdraw pupils from non-statutory components of PSHE. In such a situation, a meeting with the Headteacher will be required
- Ensure that any external sources/visitors are credible, evidence based and enhance learning

### **The role of All Staff**

Teaching and support staff will:

- Ensure that they are up to date with this PSHE policy and curriculum requirements regarding relationships and health education
- Report back to senior leaders/lead members of staff on any areas they feel are not covered or inadequately provided for in CHPA's PSHE provision
- Attend and engage in professional development training around relationships and sex education provision, where appropriate
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously
- Follow the CHPA reporting system if a pupil comes to a member of staff with an issue that they feel are not able to deal with alone
- Be aware of safeguarding procedures, clear about managing confidentiality and handling disclosures
- Deliver PSHE in a sensitive way ensuring that their personal beliefs and attitudes will not prevent them from providing balanced PSHE at CHPA
- Model positive attitudes to PSHE
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs, asking for support in this should they need it
- Monitor pupil understanding and progress in PSHE
- Respond appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of PSHE, directing them to the Headteacher

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

### **The role of Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues relating to PSHE, treat others with respect and sensitivity. Pupils will be given the opportunity to share their views on PSHE, the findings from consulting pupils will be used as a tool for communicating the needs of the children to parents, school staff and governors.

### **The Role of Parents**

PSHE is a partnership between CHPA and parents/carers. We recognise that in PSHE, parents and carers play a core role, and we therefore welcome their engagement with our programme. It is important that PSHE delivered within the Academy is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with the parents of pupils at CHPA, through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents routinely about the CHPA PSHE policy and practice (prospectus/letters/emails/ website)
- The curriculum content and organisation is shared and explained
- Answer any questions that parents may have about the PSHE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for PSHE at CHPA
- Conduct consultation on an annual basis about any needs in relation to our PSHE programme and policy

Any parents wanting more information about our PSHE curriculum can contact Miss Stringer via the Main Reception Desk or at [enquiries@charnockhallacademy.co.uk](mailto:enquiries@charnockhallacademy.co.uk).

### **The role of Health professionals/external agencies**

External visitors can have a valuable role in enhancing the teaching and learning of PSHE. At CHPA when selecting any external visitors, we will;

- Be clear about our reason for working with the visitor
- Ensure visitor selection and presence at CHPA meets requirements of our Safeguarding Policy
- Ensure any visitor is made aware of our policies, practice and expectations
- Ensure any visitor is adequately trained and competent and that external input is factually correct, and where relevant there is differentiation between fact and opinion
- Be clear that responsibility for teaching and learning remains with CHPA

### **6. Working together with parents/carers**

At CHPA our aim is that every parent/carer will have full confidence in the PSHE programme to meet their child's needs. As outlined in Teaching and Learning, selected resources such as books and film clips, will be used which support and promote understanding. Parents will be given the opportunity to view these materials and resources, where appropriate.

CHPA will support parents/carers by offering workshops and providing resources to help parents/carers build their knowledge and confidence of discussing these matters with their children at home to help support their learning. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning. Support materials will also be published on the website to help support any discussions that may happen at home.

### **7. Concerns/ Complaints**

Any concerns regarding this policy should be addressed informally in the first instance by approaching your child's class teacher. If concerns remain, a meeting with Miss Stringer should be arranged. Following this a meeting with a member of Senior Leadership/Headteacher should be arranged. If parents feel this isn't then addressed, then this should be addressed via the complaints procedure which is available on the CHPA website.

### **8. Policy development, monitoring and review**

All members of the CHPA community including governors, staff, parents and pupils have developed this policy.

CHPA are committed to monitoring and evaluating the effectiveness of this policy. Specifically, important to the PSHE programme are:

- Pupil feedback
- Staff review and feedback
- Parental feedback
- Further guidance and legislative changes.

### **9. Policy availability**

- This policy will form part of the induction of all staff members and annual staff training
- This policy is shared on our website
- Parents/carers and all staff members will be notified on any updates
- Parents and staff are invited to comment on the policy

## **10. Links to other Policies**

**It is important to acknowledge that this policy does not remain in isolation and is used in conjunction with the following Policies:**

- *Anti-bullying*
- *Healthy eating*
- *Religious Education*
- *Science*
- *Safeguarding*
- *Equality*
- *Health and Safety*
- *SMSC*
- *British Values*
- *Curriculum*
- *Complaints*

This policy will be reviewed annually, every Summer Term.

Policy development date: June 2020 Last review date: July 2023 Next Review Date: July 2024