



Policy Name: PSHEE/SMSCD/RSE

General Statement: All school policies are available for parents and prospective parents by contacting St Crispin's School Office on 0116 2707648 or by emailing: enquiries@stcrispins.co.uk

These policies are adapted to cover the whole school from 2-16 and therefore this policy applies to the whole school, including the EYFS. It should be read by parents/staff alongside all the school policies, the School Welcome Pack and the Admission Form and for staff additional information can be found in the St. Crispin's Staff Handbook and their Terms and Conditions of Employment. St Crispin's School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

The parents of the children attending St Crispin's School should be aware that the school has a duty to safeguard and promote the welfare of children who are their pupils. This responsibility necessitates a Safeguarding Policy and School may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.

Policy Statement

St. Crispin's School actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The starting principle for PSHEE, RSE, and SMSCD is that applicable laws should be taught in a factual way so that pupils are clear about their rights and responsibilities as citizens.

St. Crispin's School provides a caring, disciplined environment that encourages excellence and seeks to enable children to take responsibility for their own lives.

Far from being on the fringes, RSE and PSHEE are at the heart of everything that takes place in a school; they are recognised as being of fundamental importance for the education of all children by Proprietors, staff and parents of our school no matter their age or academic ability. As the children grow up they will begin to encounter more and more people from all walks of life, and it pays to be furnished with a global view of a world which is ever breaking down the boundaries and distances between its different cultures and beliefs.

Staff and parents were involved in the development of this policy, ensuring all parties understand that effective PSHEE, RSE and SMSCD are important for promoting and protecting the wellbeing of all children. In listening and responding to the views of pupils and parents, the subject delivery aims to raise awareness, understanding, and respect for different beliefs within society, meet pupils' needs, and ensure that topics are taught at the right time to support children to build positive relationships and avoid harms before they occur.

Relationships and Sex Education (RSE) is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

Social, cultural and personal development is addressed through all subjects of the curriculum and school life generally (specifically in RE, PSHEE, RSE, and citizenship) and can contribute to the motivation to learn. We recognise that such development will be most successful when the values and attitudes promoted by the staff, provide a model of behaviour for the children. PSHEE and RSE are seen as very much complementing and supporting the work of parents and carers to prepare children for the opportunities, responsibilities and experiences of adult life.

As part of our Behaviour Policy St Crispin's School believes that all children and adults have the right to live in a supportive, caring environment in which children feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. We recognise that bullying can occur through several types of anti-social behaviour.

We believe that a successful school will have a positive effect on how children think about themselves and the world; about their notions of right and wrong; how they relate to others; and their appreciation of the richness of their own and other ways of life.

Children are taught to respect that other people may have different opinions and views. We do not have to agree with something that someone else believes, but we can respect their choice and show kindness and tolerance to one another.

Relationship Education

As we grow, we encounter many different types of relationships, including friendships, family relationships, intimate relationships, and dealing with strangers. Children are taught to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, how to manage conflict, reconciliation, ending relationships, and also how to recognise unhealthy relationships. Senior students may consider factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. We equip students with an understanding of how stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). This includes recognising misogyny and other forms of prejudice. The focus is on allowing students to identify and guard against risks to themselves and others.

Senior students will consider how pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. They will have the opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

RSE, PSHEE, and Citizenship are taught within dedicated lessons, allowing a safe environment for discussion, with clear rules for communication. Additional assemblies support the delivery of PSHEE, RSE, and Citizenship topics at all key stages, with separate, age-appropriate, assemblies and workshops to engage students with more challenging content, particularly at Key Stage 4.

Health Education

Health education aims to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. It aims to promote an understanding of a range of issues which impact upon lifelong health. It deals with promoting the importance of a balanced diet twined with physical activity to ensure a high level of physical and mental wellbeing. It also covers issues such as drugs, alcohol, tobacco and vaping, and the impacts these can have on the individual and others around them, including nicotine patches, pouches, and nicotine poisoning. We consider how relationships may affect health and wellbeing, including mental health.

Economic Education:

Economic education aims to teach children about the economy and how to manage their personal finance. It aims to provide children with knowledge and tools to improve their economic wellbeing and the ability to deal with the financial decisions they must make in the future.

Personal Development

The personal aspects of PSHEE look to develop the whole individual. It supports the progression of qualities and skills children already have. Through becoming aware of their own emotions and how to manage them, children can feel empowered to deal with the challenges that life can bring. This also supports their independence and the capacity to take responsibility for their actions.

Spiritual Development

Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life, which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions and attitudes and beliefs. The term 'spiritual' need not be synonymous with 'religious'. All areas of the curriculum should contribute to the spiritual development of child.

Moral Development

Moral development is concerned with ability to make judgements about how they should behave and act, and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.

Social development

Social development refers to the development of abilities and qualities that children need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. This includes social behaviours online, online relationships, and online safety.

Aims

The aim of PSHEE/RSE is to help children and young people understand and value themselves as individuals, build up their knowledge and skills to stay healthy and safe and act as responsible and caring members of society. We want children to like themselves and to feel confident. PSHEE/RSE is also intended to complement classroom teaching in that it assists other bodies in the school in monitoring and assisting with the development of the emotional and social wellbeing of children.

We aim for our children to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable children to develop an understanding of public services and institutions and to take their place in modern democratic British society. General aims are to:

- promote a healthy lifestyle
- prepare children for the opportunities, responsibilities and experiences of adult life
- offer our children the opportunities to achieve their physical, psychological and social potential
- promote attitudes and behaviour which contribute to personal, family and community relationships
- promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs
- ensure that children are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety
- develop self-esteem and confidence
- develop empathy and understand the feelings of others

Specific aims related to PSHEE/RSE

- to face new challenges through responsible choices and actions.

- to manage successes and failures; to set simple goals and realise strengths.
- to understand the properties of money, that it can come from different sources.
- to recognise different types of relationship, including family relationships, friendships, intimate relationships, and strangers.
- to recognise, understand and build healthy relationships.
- to appreciate that family and friends should care for each other.
- to recognise, understand and know how to seek support with unhealthy relationships.
- to recognise how behaviour affects other people.
- to understand that there are different types of teasing and bullying and the nature of consequences and how to ask for help.
- to resolve differences.
- to recognise risks and responsibilities, including online.
- to understand peer pressure and to seek help and resist what is known to be wrong.
- to see actions affect themselves and others and to care about other people's feelings and to see issues from the view point of another.
- to identify people who can support.
- to reflect on spiritual, moral, social and cultural issues at appropriate times.
- to have strategies to manage situations.
- to appreciate how emotions impact our lives.
- to facilitate strategies for independence, e.g. homework, study skills, reading for information, reflection, listening skills, communication skills, discussions skills.
- to promote self-awareness, including qualities like stereotypes, loyalty, fairness, courtesy.

Spiritual / Moral Development

St Crispin's school aims to allow children to:

- Understand what is right and wrong in their school life and life outside school;
- Teach children to accept responsibility for their behaviour, show initiative and contribute to the school, as well as local and wider communities;
- Take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable;
- Acquire knowledge; reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;
- Develop respect towards diversity in relation to, for example: gender, race, religion and belief, culture, sexual orientation, and disability;
- Respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example an appreciation of theatre, music and literature;
- Overcome barriers to their learning;
- Distinguish right from wrong and act consistently with their beliefs and with a view to the consequences of their own and others' actions;
- Leads children towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- Enables children to gain insights into the origins and practices of their own cultures and into those of the wider community;
- Takes steps to ensure that the children appreciate racial and cultural diversity and avoid and resist racism.

In our school we plan and provide effectively in order to develop children's spiritual, moral, social and cultural awareness. Children of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a

positive contribution to the world. Whilst SMSC and RSE are integral to all aspects of our curriculum, PSHEE and religious education make a strong contribution.

Social / Cultural Development

- to express opinions or views that affect themselves and society.
- to have an appreciation of rules and laws and their adherence.
- to appreciate diverse roles in society.
- to explore how the media presents information.
- to debate and scrutinise topical issues.
- to explore how the media presents information.
- to be aware of the place politics has and how people reach decisions.
- to understand that there can be different forms of government such as democracies and dictatorships.
- to understand about basic structures within the welfare state such as education, health, support for the unemployed, etc.
- to appreciate different types of relationships.
- to appreciate equal opportunities and the roles of men and women.

We aim for our children to understand and appreciate the range of different relationships, cultures, and faiths in modern democratic Britain. We use our schemes of work and other plans which enable children to develop an understanding of public services and institutions and to take their place in modern democratic British society.

We also take such steps as are reasonably practicable to ensure that political issues are brought to attention of children:

- While they attend the school.
- While they are taking part an extra-curricular activity which are provided or organized by or on behalf of the school.
- In the promotion at the school, including through the distribution of promotional material, of extracurricular activities taking place at the school or elsewhere. **Children are offered a balanced presentation of opposing views.**

Health

- To value school rules on Health and Safety.
- To learn about the damage and good that can be done in the local environment.
- To understand the principles of a healthy lifestyle
- To understand the importance of exercise in the promoting of good health.
- To understand the association between diet and health, the nutritional value of various foods. The importance of good food preparation and handling.
- The maintained of good personal hygiene.
- How some diseases, bacterial and viral spread and how they can be controlled.
- The facts and scientific evidence relating to vaccination and immunisation.
- How to navigate local healthcare systems and access support.
- The concept of Gillick competence and the capacity to make decisions about medical treatment.

Sex Education

Sex education is delivered during Science, by qualified teachers of both sexes who can move between groups to provide different perspectives from male and female points of view. Prior to sex education lessons commencing, a letter will be sent to parents explaining the units of work, parents may request a meeting to discuss the curriculum further.

Answering challenging questions in RSE

Children may ask questions about topics in sex education that the school does not cover or that relate to sex education from which the child has been withdrawn. Where this is the case, staff will either:

- Signpost children to age-appropriate guidance (where the child has not been withdrawn)
- If appropriate, inform the parents (where the child has been withdrawn from sex education)
- Inform children when this topic will be met on the school curriculum
- Inform the DSL if the line of questioning may suggest the child is at risk

Questions do not need an immediate response and staff are encouraged to seek guidance if there is any uncertainty as to how to respond.

Right to withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Following a request, parents are invited to discuss the request with the Head master to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Any agreement to this effect must be made and confirmed in writing.

Sex education is delivered in a sensitive manner, and only to children of an appropriate age (year 7 and above). Parents will be informed in advance of a topic being delivered so that they have the right to withdraw. As with the majority of the curriculum, lessons are delivered in a factual manner without any judgement. This allows children to be aware of the choices that people make and possible results of those choices, without judgement of the individual. Parents are also asked to consider the social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. The detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead.

Children can be withdrawn from sex education classes up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, we are required to make arrangements to provide the child with sex education during one of those terms. If a pupil is excused from sex education, alternative appropriate, purposeful education will be delivered during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education.

Learning support provision

The nature of the topic allows for a broad range of mediums for delivery. Those children for whom the normal academic subjects may be challenging often find they have strengths in discussion and argument about the wider world and some of the issues faced by young people today. As PSHEE/RSE is not currently examined or assessed there is no call for specific support for less able children though it remains incumbent upon the session leader to ensure that all children are as involved as possible in the discussions and activities taking place.

Staff are made aware from children's files of any home situation or social difficulty which could make some subjects more sensitive than others.

Assessment, Recording and Reporting

Assessment in PSHEE/RSE is recognised as being different than in many other subjects. Emphasis is placed on self-assessment, feedback of understanding, review of group work, class discussion and written work which can rarely be marked in a conventional context. Marking, where necessary, should be with the child present so that their thoughts can be explained and explored with sensitive interchange as necessary to foster positive relationships. Various methods will be used to record children's work in PSHEE e.g. written, oral, photographic and artistic.

One way to assess learning during Circle Time and Assembly is by using observation. It is useful for the teacher to utilise the teaching assistant; they note down any comments or misconceptions that may affect their understanding. The discussion could be repeated at a later stage to check progression of ideas.

Staff will provide feedback on the effectiveness of provision, allowing adjustments to be made where necessary.

Parental and Community Involvement

Parents have the right to receive information from our school regarding PSHEE/RSE. We believe that sharing our children's learning with parents enables children to continue their development from school into their home life. Parents are invited to join in events in school and are informed of events and developments through our newsletter. Working with parents is a vital part of the whole school approach to PSHEE and Citizenship. Outside agencies are invited into school to help with the delivery of PSHEE and Citizenship, e.g. emergency services, ministers of religion, charitable trust, community groups, etc.

Early Years Foundation Stage

We use the document "Development Matters in the Early Years Foundation Stage" to inform planning in the Nursery and Reception classes. Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals. Our children's learning experiences enable them to develop competency and skill across all the learning areas. The Early Years Goals are organised into three prime and four specific areas of learning and provide the basis for planning throughout the EYFS, so laying secure foundations for future learning. We relate the PSHEE/RSE aspects of the children's work to the objectives set out in the EYFS Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five.

The EYFS covers PSHEE topics through the prime learning areas of Personal, Social and Emotional Development and corresponding learning goals.

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions;
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices;
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Specific teacher led Circle Time lessons are held regularly to explore social, moral, and cultural issues. Through Circle Time activities children can develop social skills, acquire interpersonal relationship skills, increase awareness of their feelings and become more responsible for their behaviour. It is a time to foster a caring group feeling where each member is valued and valuable, where each child gets a chance to speak and more importantly a chance to be listened to. Circle Time can be useful for finding out about the ideas and values each child possesses. Here you would pose questions the children can discuss; looking at pictures or books can also aid the understanding of the chosen topic. These sessions are factored in to class time or introduced considering a specific issue that has arisen or affected the school.

Assemblies

Assemblies are an effective means of introducing themes which may later be used as a tool for discussion, enabling children to consider their arguments validity. They are pitched to at a level to be relevant to EYFS as well as Year 11. Assembly is also an opportunity to celebrate each other's achievements and interests (academic, extra-curricular or sporting) and interests with presentation of awards and certificates. In this way, it enforces positive achievement and celebrates diverse skills and individuality amongst the children. Whole school assemblies presented by alternate year groups offer the opportunity to work as a group and develop research and organisational skills as well as confidence in speaking in front of peers.

The Curriculum

Designated classes in PSHEE/RSE address a range of topics, with further details and specific curriculum materials available to view upon request (office@stcrispins.co.uk). Most subjects will introduce aspects of social, moral, ethical, cultural issues to children in different ways. Most subjects, perhaps most notably science and Humanities, also help develop a sense of relationship and identity; offering awareness of the wider world and a sense of place within it.

Religious Education: considers different cultures and religions and aids tolerance and acceptance between communities.

Geography: considers cultural and social situations of people locally and around the world as well as stimulating discussion with regards to environmental issues.

English: studying a variety of texts (different culture/points in history) introduces many moral, social and cultural issues as well as perhaps offering an appreciation of the beauty of language. Confident spoken and written language skills are important considering future career opportunities and understanding use of English in public domain (media) is important in developing perspectives of the wider world. **History:** introduces moral, social, cultural issues relevant today as well as perhaps inspiring an appreciation of the beauty of historical artefacts, buildings etc.

Art: offers insight in social issues again through study of artwork from different cultures and different points in history as well as offering aesthetic enjoyment.

Science: introduces the majority of sex education and personal development topics, some topics will introduce moral, ethical elements.

Physical Education: team working /social skills are relevant in sports and participation is encouraged in recognition of the physical benefits of exercise. PE also supports the promotion of healthy body through healthy eating and exercise.

Computing: teaches safe and responsible use of the internet, online relationships, data security, and helps develop research skills. It looks at protections and laws associated with use of technology, and how to stay safe online; this includes understanding issues such as fake websites, phishing, sextortion, ransomware, deepfakes, and the risks of AI chatbots.

Maths Challenges: complements and builds on maths curriculum for those interested and requires effective teamwork in the UK Team Maths Challenge in Year 8 and 9.

Studying subjects across the curriculum requires a continuous development of social, listening and communication skills in children. Assessments/teaching (especially at senior level) of all subjects will require children's presentations/projects/discussion/debate to be prepared by individuals or groups. This not only demands the development of individual organisation skills but developing team-working skills.

PSHEE/RSE permeates the whole curriculum and allows many opportunities for developing links with the Core and Foundation Subjects throughout the school. Regular communication should take place between the teachers who deliver these areas of the curriculum to ensure a balanced approach and to enhance and identify the development of existing links.

Visiting speakers / Visits

We facilitate visits from a variety of outside bodies designed to develop life skills and child awareness of wider social issues (Life Bus - Jnr and Secondary Programme, RAF, Army, Association for the Blind, Fire service, Police, Magistrates

i:\policies and procedures\pshee smscd rse.docx

Court, NSPCC, careers advisors and ex-pupils). Visits from police and magistrates help to enforce a law-abiding ethos and a respect for authority.

Religious tolerance and cultural respect is supported through links with local temples, churches and other places of worship. The school welcomes speakers on religious topics for festivals. Children will learn about custom, traditions (what offends and why) and we recognise and celebrate major religious festivals in school.

Parental talks: Often parents will also give presentations about their faith/customs/culture/work. We also offer outward-bound opportunities, RAF team building experience, Army Development days etc. for children. In November, the whole school visits the local war memorial for a remembrance service.

All visiting speakers must abide by St Crispin's *Visiting Speaker Policy*.

Extra curricular activities:

Arts: We offer classes in dance, music, and public speaking which allow children to explore and express themselves creatively and have confidence doing so. Whole school concerts and plays require much preparation and performance, which requires strong team work and commitment. Children are strongly encouraged to get involved.

Clubs: We offer clubs which take place within or after the school day. Participation not only allows children the chance to explore their interests but as many older children help run clubs for the younger it helps develop their organisational skills and sense of responsibility. This also applies to a certain extent to school sports teams: regular fixtures are made with local schools. A variety of sports are available to cater for diverse interests.

Bike ability: Links with this organisation offer children the chance to address road safety issues for cyclists.

Fundraising:

Children across the school keen to fundraise for charities thus raising awareness of social issues and sense of responsibility. We have raised funds for Macmillan, (collected and helped with shoe boxes for) Operation Christmas Child, Readathon, British Legion, Red Nose Day etc. The school works through various activities throughout the year with older children often supporting younger children. Contribution to the school fete is encouraged in terms of organising and running stalls.

Work experience:

Through work experience Year 10 children have the opportunities to gain perspective on the wider world. This may help them to make decisions about their future careers as well as perhaps seeing the relevance of skills they have learnt and developed in school. Children use their own initiative to find placements, which encourages their sense of independence.

Behaviour:

The school uses a reward and sanctions system to promote acceptable behaviour socially and help develop positive attitudes to work. Positive Behaviour is rewarded and encouraged by staff. Credits, Merits and Optimum's are issued for good work and considerate behaviour.

Standards (culminating in detention) are in place as sanctions for poor behaviour towards staff, other children and for poor attitudes towards school work. Serious and repeated incidents are reported and the Head would become involved; A Whole form report system is in place to isolate trouble makers – in this case behaviour is monitored; classroom contracts drawn up by children together with home/school agreements if necessary.

The behaviour system allows children to talk about incidents in 'no blame scenario'; a chance for children to air and resolve their grievances. This is facilitated by teaching staff and helps demonstrate how to find a fair, controlled and sensible resolution to problems. Zero tolerance of bullying is shown in lessons and playground.

i:\policies and procedures\pshee smscd rse.docx

Organisational Structure

House system: This system is relevant to the whole school and promotes team spirit and encourages achievement. Positive behaviour, achievements in work and sports will contribute to overall house successes. Equally poor achievement and behaviour will have the reverse effect.

School Hierarchy: The Head boy and girl, prefect, house captain system and junior monitor system helps develop leadership skills and a sense of responsibility. Designated children help to maintain a pleasant environment for children to live and study as well as motivating and inspiring younger children. Children are elected to these roles through democratic process, though are expected to show a commitment to school activities and ability to be positive role models.

We also have Peer buddy system where a responsible child is chosen to help support settle in a new child.

Legal framework

Complies with Part 1 Quality of Education (Curriculum) and Part 2 of The Education (Independent School Standards) (England) (Amendment) Regulations.

This policy complies with Regulation 3 Welfare, health and safety of pupils, paragraphs 7(a) and (b) of The Education (Independent School Standards) (England) (Amendment) Regulations, and other relevant and current regulations and any other guidance for Schools and Colleges to include Safeguarding and Child Protection.

This policy complies with Regulation 4 Suitability of Staff, Supply Staff and Proprietors, The Education (Independent School Standards) (England) (Amendment) Regulations, and other relevant and current regulations and any other guidance for Schools and Colleges.

Applies to:

- The whole school including the Early Years Foundation Stage (EYFS) before and after school activities and all other activities provided by the school, inclusive of those outside of the normal school hours;
- All staff (teaching and support staff), the staff/Heads and volunteers working in the school.

Further guidance

This policy should be read in conjunction with other relevant policies including Safeguarding and Child Protection, e-safety, Safer Recruitment, Anti-Bullying, Behaviour, EDI, Curriculum, Teaching and Learning, Inclusion, and SEND policies. The PSHEE/RSE/Citizenship Scheme of Work provides further detail of specific content.

The policy was written with due regard to:

- The Equality Act 2010: advice for schools
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025)
- The Children and Social Work Act 2017 (sections 34 & 35)

This School Policy was adopted by St. Crispin's School Limited on:
16.02.20

To be updated: Annually

Reviewed/Updated:

16/02/21, 16/02/22, 16/02/23, 15/02/24, 13/02/25, 18/02/26

Next due: 18/02/27

Signed on behalf of the Provider:

A handwritten signature in black ink, appearing to read 'A. Atkin', written over a horizontal line.

Mr. A. Atkin (Headmaster).