

Moor First School

PSHE & Citizenship Policy

2026-2027

‘Together we unlock **potential** and learn for **life**’



The PSHE & Citizenship Policy in respect of Moor First School has been consulted upon with all staff and ratified in the Summer 2026 LGB Meeting

Chair of Governors:

Mr J Garvey

Headteacher:

Mrs V Atherton

To be reviewed:

May 2027

Version	Date	Reason for change
Version 1	June 2022	New Policy
Version 2	May 2026	Rewritten to be in line with the new Relationships Education, Relationships and Sex Education (RSE) and Health Education 2026 guidance. In line with Kapow’s new September 2026 scheme of work. Change the name of the subject to PSHE and Citizenship.

Introduction

This Personal, Social, Health Education and Citizenship (PSHE and Citizenship) Policy outlines the school's approach to delivering a statutory-compliant, inclusive, progressive PSHE and Citizenship curriculum. It incorporates the full content of the **Kapow Primary RSE & PSHE scheme** and aligns with:

- DfE Statutory Guidance 2019 (updated 2025 for 2026 implementation)
- PSHE Association Programme of Study
- Education for a Connected World (UKCIS)
- National Curriculum Science
- Keeping Children Safe in Education (KCSIE)
- Ofsted 2026 expectations

As a First school **Sex Education is *not* taught**, except for statutory content in National Curriculum Science.

Type of content	Examples	Can parents withdraw?
Science curriculum	Naming body parts; understanding reproduction in plants and animals; learning about puberty.	✗
RHE statutory content (including Growing up units)	Learning the correct names for private parts; understanding that bodies belong to us; recognising unsafe situations.	✗

Our Intent

Our school is a vibrant, inclusive learning community. Through PSHE and Citizenship we:

- Celebrate individuality and diversity.
- Develop emotional literacy, confidence, resilience and independence.
- Promote healthy lifestyles and mental wellbeing.
- Equip children with knowledge and skills to stay safe—offline, online, and in the community.
- Teach respect, empathy, kindness and responsibility.
- Prepare pupils for their future roles as confident, responsible, active citizens.

PSHE and Citizenship is central to whole-school development, wellbeing, behaviour and safeguarding.

School Context

Moor First School is located in **Biddulph Moor** and serves a **close-knit community** with strong relationships between families, school and the local area. Pupils grow up within a **semi-rural environment**, benefiting from a strong sense of community while also experiencing increasing exposure to the digital world and wider social influences.

The PSHE & Citizenship curriculum reflects this context by supporting pupils to:

- Navigate growing independence safely
- Develop respectful relationships within school and the wider community

- Manage online influences alongside strong offline connections
- Understand their role as individuals, citizens and community members

Responsiveness and Flexibility of the Curriculum

Our PSHE and Citizenship curriculum is deliberately designed to be flexible, responsive and adaptive. While it follows a clear long-term sequence, staff retain the professional responsibility and autonomy to:

- Respond in the moment to emerging safeguarding themes or pupil needs.
- Adjust lessons to address issues arising within the class, school or wider community.
- Incorporate local context, including experiences unique to our community, local priorities, or community-wide challenges.
- Respond to national events, developments or agendas, ensuring pupils receive timely, relevant and accurate information.
- Adapt the focus of teaching when specific concerns arise (e.g., online behaviour trends, wellbeing concerns, community incidents, or social pressures).

This flexibility ensures that the curriculum remains relevant, meaningful and protective, aligning with Ofsted's expectation that schools provide a *context-driven, needs-led PSHE curriculum* that reflects pupils' lived experiences.

Statutory Requirements

We follow statutory guidance alongside recommended frameworks:

- Primary Relationships Education
- Primary Health Education
- National Curriculum Science (human body & development)
- Safeguarding (KCSIE)
- Online Safety (Education for a Connected World)

Parents cannot withdraw children from:

- Statutory Relationships or Health Education
- National Curriculum Science

Should additional non-statutory content ever be considered, a parental consultation will take place.

Curriculum Design and Structure

Our PSHE and Citizenship curriculum follows the **Kapow Primary RSE & PSHE** spiral model, ensuring that learning builds progressively from EYFS to Year 4. The curriculum is designed to be coherent, safe, age-appropriate, and fully aligned with statutory requirements.

Key Areas

PSHE & Citizenship learning is organised into the following **key areas and strands** from Reception to Year 4:

Key areas

- **My Healthy Self** – physical and mental health, wellbeing and lifestyle
- **Connecting with Others** – relationships, communication, kindness and boundaries
- **The Online World** – online safety, identity and digital behaviour
- **Staying Safe** – recognising risk, protective behaviours, seeking help
- **Health Protection** – hygiene, illness prevention and basic first aid
- **Growing Up** – change, body awareness and puberty (Science only)
- **Citizenship (non-statutory)** – rights, responsibilities, democracy and finance

Strands (Skills Development)

Across all key areas, pupils develop skills through four strands:

- Self-regulation
- Managing self
- Building relationships
- Critical thinking

These strands support pupils to manage emotions, challenge misinformation and make thoughtful, informed choices. The key areas are formed from the national framework outlined by the PSHE Association Programme of Study, ensuring all statutory content for Relationships Education, Health Education and Citizenship is met.

Why the Curriculum Is Structured This Way:

The structure is intentional and evidence-based because:

➤ **It Creates a Spiral Curriculum:**

- Key concepts reappear regularly, increasing in depth and complexity.
- Pupils revisit learning each to strengthen understanding and retention.
- This supports cognitive development and ensures readiness for new learning.

➤ **It Ensures Full Statutory Compliance:**

- The DfE stipulates that schools must teach Relationships Education and Health Education in a clear, progressive way.
- The Key area model ensures all required content (e.g., mental health, online safety, respectful relationships) is taught consistently.

➤ **It Protects Pupils Through Sequenced Safeguarding Education:**

- Sensitive topics (e.g., privacy, safe touch, digital risk) are introduced gradually and at developmentally appropriate stages.
- This sequencing builds protective behaviours and supports early identification of concerns.

➤ **It Promotes Personal Development and Citizenship:**

- The structure supports the development of British Values, SMSC, and preparation for life in modern Britain.
- It encourages financial capability, critical thinking, and community participation.

➤ **It Supports Equality, Inclusion and SEND Access:**

- A consistent thematic structure enables adaptations for SEND and vulnerable pupils.
- Repetition and clarity support memory, understanding and vocabulary development.
- Teachers can adapt resources within a stable, predictable framework.

➤ **It Ensures Balance Across the Whole Curriculum:**

- The structure ensures coverage of physical health, emotional health, relationships, safeguarding, digital literacy, and citizenship.
- This prevents over-emphasis on any single area and maintains curriculum breadth.

➤ **It Reflects How Children Learn Best:**

- Children benefit from learning that moves from simple to complex.
- Themes allow pupils to make connections across topics (e.g., safety in relationships and online behaviour).
- Practical, scenario-based learning is easier to embed within clear thematic units.

➤ **How the key areas and strands work in practice:**

- Learning builds progressively across the key areas
- Within these key areas, pupil revisit important knowledge on concepts with increasing depth and maturity.
- The strands show how pupils' personal and social skills develop from Reception to Year 4, supporting them to make thoughtful, informed choices to thrive in school and beyond.

This structured, evidence-based design ensures that pupils are safe, confident, informed and prepared—both for the next stages of their education and for life beyond primary school.

Aims and Purpose of PSHE and Citizenship

The aim of PSHE and Citizenship at our school is to ensure all pupils develop the knowledge, skills, values and attributes they need to thrive as individuals, family members and active citizens in modern Britain. This section sets out in greater detail what PSHE and Citizenship aims to achieve and why it is essential.

What PSHE and Citizenship Aims to Achieve

Our curriculum aims to:

- Promote whole-child development, supporting physical, emotional, social and moral growth.
- Equip pupils with essential life skills, including decision-making, problem-solving, communication, resilience and conflict resolution.
- Develop pupils' emotional literacy, helping them recognise, name and regulate their feelings.
- Prepare pupils for the challenges of growing up, including managing change, understanding risk, and staying physically and mentally healthy.
- Enable pupils to build healthy, positive relationships and understand the importance of respect, empathy and inclusion.
- Teach pupils how to stay safe, both offline and online, through a sequenced safeguarding curriculum.
- Develop responsible citizens who understand rights, responsibilities, the rule of law, democracy, diversity and community belonging.
- Build digital resilience, enabling pupils to navigate the online world confidently and safely.
- Promote financial capability, helping children understand money, budgeting and informed decision-making.

Why PSHE and Citizenship Is Essential

PSHE and Citizenship is a statutory and safeguarding-driven subject because:

- Children today grow up in a rapidly changing world with complex pressures—social, emotional, digital and environmental.
- Schools have a legal safeguarding duty to equip pupils with protective behaviours, including understanding privacy, boundaries and online risk.
- Strong PSHE provision improves behaviour, attendance, wellbeing and readiness to learn.
- It supports the development of British Values and SMSC, both essential to Ofsted judgements and wider personal development.
- It helps prepare children for transitions—between year groups, key stages and onward to secondary school.
- Research shows that structured PSHE programmes lead to improved mental health, resilience, academic outcomes and lifelong wellbeing.

How We Deliver These Aims

We achieve the aims of PSHE and Citizenship through:

- A carefully sequenced two year cycle curriculum, taught weekly and embedded across school life.
- Learning that is practical, discussion-based and reflective, enabling pupils to apply new knowledge to real-world scenarios.
- High-quality resources matched to age, maturity and safeguarding needs.
- Strong integration with online safety, safeguarding, behaviour, anti-bullying and wellbeing policies.
- Adaptations and personalised approaches for SEND and vulnerable pupils, ensuring equity and access for all.
- Regular assessment and pupil voice, ensuring the curriculum remains responsive and relevant.

Exploring the strands

Self-regulation

Self-regulation involves recognising and managing emotions, thoughts and behaviour. It includes understanding feelings and their causes, staying calm when facing challenges, dealing with conflict respectfully and staying focused to follow instructions and complete tasks.

Developing self-regulation helps pupils to manage themselves in the moment, especially when responding to others or facing challenging situations.

Managing self

Managing self means taking responsibility for personal needs, choices and behaviour. It includes looking after the body, health and general wellbeing; for example, keeping clean and healthy, trying again when things go wrong and learning and following rules.

Developing this strand helps pupils take greater ownership of their behaviour, routines and choices.

Building relationships

Building relationships means making positive connections with different people, including friends, family members, adults in school and others in the community. To achieve this, pupils learn to start and join conversations respectfully, communicate in different situations, build trust by showing respect and set clear personal boundaries.

Developing this strand helps pupils form and maintain strong, healthy connections with others over time.

Critical Thinking

Critical thinking is the ability to think independently and make thoughtful, well-informed decisions. It involves asking questions, exploring ideas and considering different perspectives to interpret information and form balanced opinions.

In a world where information is everywhere – and not always reliable – critical thinking helps pupils to question what they see, hear and read, including online.

The four key areas

My healthy self (statutory)

These units help pupils understand how to look after mental and physical health.

Pupils learn to recognise their feelings and moods, identify signs of good and poor mental health and understand how to seek support for themselves or others.

Pupils also learn to care for their physical health through hygiene routines, healthy eating and staying active. They consider the impact of a poor diet or sedentary lifestyle and identify the choices they can make to improve their health. Alongside this, they learn how to manage poor health and ask for help when needed.

Connecting with others (statutory)

These units focus on building positive relationships and recognising the value of healthy, supportive connections in people's lives.

Pupils learn about various family structures and how families can contribute to a sense of safety and love. They explore how to start and maintain friendships, manage conflict and communicate appropriately and respectfully with others, including adults.

Additionally, pupils learn about the importance of setting boundaries in relationships, respecting others' boundaries and having mutual respect for one another as well as self-respect for themselves.

The online world (statutory)

Many children spend a lot of time online. This key area helps pupils recognise when they are online, use the internet positively and stay safe.

Pupils learn to identify online risks, be discerning about the information they read and understand the effects of time spent online.

Pupils also draw on their learning from 'Connecting with others' and 'Staying safe' units to reflect on how they interact with others and manage hazards in the digital world.

Citizenship (non-statutory)

Citizenship units help prepare pupils to be active, responsible members of society and to manage money confidently in later life.

Pupils learn about communities, rights and responsibilities, how government systems work and how individuals and groups can bring about change. They also develop an understanding of money, including wants and needs, value for money, budgeting and saving.

These units also explore career choices, challenge workplace stereotypes and encourage pupils to consider how their decisions affect both themselves and others.

Implementation

PSHE and Citizenship is taught through:

- Weekly discrete lessons.
- Cross-curricular links (Science, Computing, RE).
- Assemblies, theme weeks, community engagement.
- Use of visitors to enhance (not replace) teaching.
- Whole-school wellbeing programmes such as those delivered by MHSS, Wellbeing Warriors training or transition readiness, that require parental permission.
- Outdoor learning and pupil leadership roles.

Provision is adapted for SEND, EAL and vulnerable learners.

Impact

Our PSHE and Citizenship curriculum is designed to have a **measurable, whole-school impact**, fully aligned with **Ofsted's 2026 Personal Development Framework, KCSIE 2025**, and all statutory expectations for

Relationships Education, Health Education and Citizenship. Impact is monitored continuously to ensure pupils are developing the knowledge, skills, attitudes and personal qualities they need to thrive.

What Impact Looks Like for Pupils

By the end of primary school, pupils should demonstrate:

Strong Personal Development (Ofsted 2026)

- Confidence, independence and resilience when facing challenges.
- Age-appropriate emotional literacy, self-awareness and self-regulation.
- Respect for others, including those with different backgrounds, identities or beliefs.
- Understanding of fairness, equality and inclusion.
- A secure understanding of healthy lifestyles, physical health and mental wellbeing.
- Ability to make reasoned, safe decisions in real-life situations.

Effective Safeguarding Knowledge and Protective Behaviours (KCSIE)

- Clear understanding of personal boundaries, privacy and the right to feel safe.
- Ability to identify unsafe or inappropriate behaviour.
- Knowing how to report concerns and who trusted adults are.
- Understanding of online safety risks, including cyberbullying, grooming, misinformation, gaming risks, image sharing and online harms.
- Recognition of pressure, persuasion and unhealthy influences.

Healthy, Respectful Relationships

- Skills in cooperation, communication and conflict resolution.
- Understanding of consent foundations, personal space and respect.
- Understanding of diverse family structures and relationships.
- Ability to challenge stereotypes, discrimination or bullying behaviours.

Citizenship, Responsibility & Community Participation

- Understanding of rights, responsibilities and the rule of law.
- Engagement in democratic decision-making (e.g., voting, pupil voice).
- Awareness of local, national and global communities.
- Appreciation of diversity, culture and the wider world.

How We Measure Impact

Impact is monitored through **triangulation**, consistent with Ofsted's evaluation model:

1. Pupil Voice

- Discussions, surveys and reflection activities.
- Monitoring of pupils' confidence, attitudes and sense of safety.
- Evidence of pupil understanding through scenarios, responses and behaviour.

2. Work Scrutiny and Learning Evidence

- Seesaw.
- Floor books, pupil book study displays and practical activity outcomes.
- Photos, video evidence and reflective tasks.

3. Staff Observation and Assessment

- Ongoing formative assessment.
- Monitoring of engagement, participation, collaboration and use of AFL.
- Teacher judgement using skills progression and learning intentions.

4. Behaviour, Wellbeing & Safeguarding Data

- Analysis of behaviour logs, bullying incidents and safeguarding patterns.
- Attendance data and wellbeing indicators.
- Engagement with pastoral and SEMH interventions.

5. Whole-School Culture Indicators

- Positive relationships across school.
- Inclusive language and respectful interaction observed in daily routines.
- Evidence of pupils demonstrating British Values in practice.
- Quality of assemblies, enrichment, pupil leadership and community links.

How Leaders Monitor Impact (Ofsted & KCSIE Expectations)

Senior and subject leaders monitor the quality and impact of PSHE and Citizenship through:

- Learning walks, drop-ins and lesson observations.
- Curriculum coverage audits against statutory and PSHE Association frameworks.
- Safeguarding audits ensuring protective behaviours are embedded.
- Professional dialogue with staff, pupils and parents.
- Annual reports to governors/LAB on Personal Development and safeguarding.
- Monitoring adaptations for SEND and vulnerable pupils to ensure equity.
- Tracking how PSHE contributes to reducing safeguarding concerns.

This ensures that the curriculum is high-quality, consistent and impactful, as required by Ofsted's toolkit inspection framework.

Long-Term Impact

Effective PSHE and Citizenship ensures pupils leave primary school:

- Ready for secondary school and future learning.
- Equipped with essential life skills and protective behaviours.
- Emotionally literate, resilient and able to manage change.
- Informed, responsible and respectful members of society.
- Safe, confident digital citizens.

This long-term impact supports improved wellbeing, educational outcomes and life chances.

National Curriculum Science Links

Key Stage 1

- Body parts, senses, and growth.
- Basic reproduction in animals.
- Hygiene and self-care.

Key Stage 2

- Life processes, growth and reproduction.
- Puberty (Science).

SMSC

We promote spiritual, moral, social and cultural development through:

- Reflection, imagination and curiosity.
- Understanding right/wrong and consequences.
- Collaboration, conflict resolution and community involvement.
- Appreciation of cultural diversity and the arts.

British Values

We promote:

- **Democracy**
- **Individual Liberty**
- **Rule of Law**
- **Mutual Respect and Tolerance**

Embedded through school culture, routines, curriculum and assemblies.

Inclusion and Equality

We comply with the Equality Act 2010 and are committed to ensuring that our PSHE and Citizenship curriculum is fully accessible, inclusive and responsive to the needs of *all* pupils, including those with SEND, social, emotional and mental health needs, EAL learners, disadvantaged pupils, and the most vulnerable. Our inclusive approach ensures that every pupil can access learning meaningfully through thoughtful planning, targeted support, and high-quality adaptive teaching.

How We Adapt the Curriculum for SEND and Vulnerable Pupils

Adaptive Teaching and Curriculum Planning

- Lessons are designed carefully, offering multiple ways to access, engage with and respond to content.
- Teachers break content into smaller, manageable steps with clear, concise language and visuals.
- Key vocabulary is pre-taught, reinforced and revisited frequently.
- Concepts may be repeated or revisited across longer periods to support retention.

- SEND pupils may be provided with scaffolded resources such as sentence starters, sorting activities, matching tasks, or visual prompts.

Multi-Sensory and Alternative Communication Approaches

- Use of visuals, symbols, Widgeo resources, social stories and visual timetables to support understanding.
- Opportunities for pupils to respond verbally, through drawing, role play or objects of reference.
- Concrete, real-life examples and role-play scenarios are used to reinforce abstract PSHE concepts.

Emotional Regulation and Safe Spaces

- Pupils who experience emotional overload can access safe spaces, dedicated calm areas or sensory resources.
- Staff use trauma-informed and emotionally-aware approaches to ensure pupils feel secure and able to participate.
- Adaptations include shorter task times, reduced sensory load, or increased structure.

Targeted Adult Support

- Additional adults provide sensitively delivered support, maintaining high expectations while encouraging independence.
- Staff ensure that discussions are accessible but not intrusive, especially for pupils with ACEs (Adverse Childhood Experiences) or social-care involvement.
- Pre-learning and over-learning opportunities are used to embed core concepts.

Personalised Safeguarding and Safety Education

- Vulnerable pupils may receive enhanced teaching around protective behaviours, safe relationships, boundaries and reporting concerns.
- Teaching is always developmentally appropriate, using concrete examples and repetition.

Adaptation for Cognition and Learning Needs

- Complex ideas such as consent, privacy, discrimination or online risk are broken down with simplified explanations and visual metaphors.
- Activities may be shortened, practical, or delivered in small groups.
- Learning outcomes are adapted to match each pupil's cognitive profile.

Adaptation for Communication and Language Needs

- Teachers model clear, simple vocabulary and check understanding regularly.
- Visual symbols, Makaton, PECs or communication boards may be used.
- Pupils are given extended thinking time.

Working with Families and Specialists

- Adaptations may be informed by EHCPs, SEN Support Plans, EP recommendations, SALT guidance or external professionals.

- Staff work closely with parents/carers to ensure that sensitive content is delivered appropriately for individual pupils.

Monitoring of Inclusion and Impact

- Teachers, SENDCo and pastoral staff monitor engagement, emotional responses, progress and wellbeing of SEND/vulnerable pupils.
- Adjustments are reviewed regularly to ensure they remain effective.

These approaches ensure the PSHE and Citizenship curriculum is fully inclusive, promotes equity, and enables every pupil to develop essential knowledge, skills and confidence to thrive.

Assessment, Recording & Reporting

Assessment, Recording & Reporting
Assessment includes:

- Seesaw and DCpro.
- EYFS observations (Development Matters).
- KS1/KS2 teacher assessment.
- Pupil reflection.
- Annual reports to parents.

Pastoral Support

We provide:

- 1:1 and small-group wellbeing support (permission sought).
- Emotional regulation and resilience training.
- Social skills groups.
- SEMH pathways and external referrals where needed.

Use of Visitors

Visitors may include emergency services, school nurses, and specialist educators. They:

- Enhance but never replace planned PSHE teaching.
- Must comply with school safeguarding procedures.

Dealing with Difficult Questions

Staff:

- Use clear ground rules.
- Provide age-appropriate and sensitive responses.
- Use professional judgment.
- Follow safeguarding routes for disclosures.

Confidentiality & Safeguarding

- Staff cannot promise confidentiality.
- Concerns are reported to DSL/DDSL.
- Pupils are encouraged to talk to trusted adults.
- External helplines signposted when appropriate.

Parental and Community Engagement

We recognise that PSHE and Citizenship education is most effective when it is delivered in strong partnership with parents, carers and the wider community. Engagement is carefully planned, consistent, proactive and responsive to ensure families feel well-informed, confident and included in curriculum delivery.

Working in Partnership with Parents and Carers

We are committed to maintaining open communication with families by:

- Sharing curriculum information each term through curriculum letters, topic webs and the school website.
- Offering parent workshops, information sessions and drop-ins to explain PSHE content—especially around sensitive or statutory areas such as healthy relationships, online safety, puberty and safeguarding.
- Providing parents with opportunities to view teaching materials, stories, videos or resources used in lessons.
- Ensuring parents are aware of the statutory nature of Relationships Education, Health Education and safeguarding content.
- Responding to parental questions, concerns or requests for clarification promptly and sensitively.

Consultation on the PSHE and Citizenship Policy

We are committed to ongoing consultation and transparency when reviewing or updating this policy. Consultation may include:

- Inviting parent/carer feedback via surveys when the policy is reviewed.
- Providing opportunities for parents to discuss the policy with school leaders.
- Sharing draft changes with the Local Governor Board (LGB) prior to ratification.
- Considering local safeguarding intelligence, community concerns and emerging national priorities when adjusting content.
- Engaging with Local Authority advisors, safeguarding partners and relevant professionals where appropriate.

This approach ensures that the policy reflects the needs, views and experiences of our school community while remaining compliant with statutory requirements.

Community Partnerships and External Agencies

We work closely with a wide range of community partners to enhance children's personal development and safeguarding awareness, including:

- Local police and PCSOs (e.g., online safety, anti-bullying, community safety).
- School nursing teams (e.g., health education, hygiene, wellbeing support).
- Fire service (e.g., fire safety, risk prevention, water safety).

- Local charities and organisations (e.g., mental health, wellbeing, diversity, RSPCA, NSPCC and inclusion).
- Children’s services and early-help providers.

These organisations may contribute to the curriculum but never replace teacher-led provision, ensuring teaching remains consistent and safeguarded.

Community Responsiveness

Our engagement approach is deliberately flexible so that we can:

- Respond to community-wide incidents, concerns or emerging trends.
- Work with families when specific wellbeing or safeguarding themes arise.
- Offer additional guidance, workshops or communications to parents as needed.

This ensures that PSHE remains relevant, preventative and aligned with safeguarding updates.

Picture News

Through Picture News sessions, we focus on one of the British values that link to the ‘news’. This allows our pupils to accept and engage in British Values in a meaningful and relevant way. Coverage is broad and includes current news stories about the environment, religion, politics and culture both nationally and globally. The sessions also include social, ethical and moral issues and our pupils have the opportunity to look at the civil and criminal law of England. Children are given the opportunity to be reflective about their own beliefs and show respect for the beliefs, faiths, feelings and values of others. Through the use of Picture News, we can help keep our children up to date with the fast-changing world around them and challenge their ideas and pre-conceptions. Ultimately, this will help to broaden their horizons and enable our pupils to deal with the modern world.

Communication with Families

We communicate regularly through:

- School newsletters.
- Updates on our website and digital platforms.
- Welcome meetings for each year group.
- Parent evenings and informal conversations.

Parents and carers are encouraged to contact the school at any time if they have questions about the PSHE and Citizenship curriculum or wish to discuss how specific content will be taught. This policy is consulted about with Parents and Governors.

Linked Policies

Linked Policies

- Safeguarding & Child Protection including Prevent
- Behaviour and Behaviour curriculum
- Anti-Bullying
- Equal Opportunities

- SEND
- Computing & Online Safety
- Artificial Intelligence
- Health & Safety
- RE Intent
- PE Intent
- Science Intent
- Marking & Feedback
- Confidentiality Policy

Monitoring and Review

This policy is reviewed every two years by:

- Headteacher/CEO
- PSHE and Citizenship Subject Leader
- Local Governor Board

Earlier review may occur if legislation or local need requires it.