



PSHE Policy

Policy date and review

This policy was approved on 30th June 2026 and will be reviewed every year or sooner if the PSHE/ Life curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance. The next review date of this policy is currently set for June 2027.

The Constellation Trust, Sirius Academy North and the governors will monitor the impact of PSHE on an annual basis. The governors give serious consideration to any comments, consultation and evidence of impact.

Consultation with pupils and guardians will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

At Sirius Academy North PSHE is taught through the Life Curriculum.

Policy context and rationale

This policy covers Sirius Academy North's approach to teaching Personal, Social, Health & Economic (PSHE) education which includes relationships, sex and health education (RSHE). This policy has been updated to reflect the new RSHE Guidance released in July 2025 (for implementation by September 2026). This policy has been subject to thorough consultation with the whole-school community including pupils, parents/carers, staff, school governors and where relevant appropriate members of the wider community such as medical professionals and faith leaders. Pupil consultation has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate curriculum that addresses relevant issues, informed by analysis of public health data, pupil priorities and working with the schools Designated Safeguarding Lead.

Policy availability

Stakeholders can be informed about the policy through consultation events or by accessing a copy from the school website. Should a hard copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all. The policy can be obtained in an alternative format by contacting the academy's admin team.

Policy values, aims and objectives

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting

opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

Our school's overarching aims and objectives for pupils are our curriculum principles of; No Limits, Respect, Support, Broadening Horizons and Community. PSHE at our school is underpinned by a clear set of embedded values and principles that complement the school ethos.

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. RSHE equips children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future. We recognise the importance of PSHE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of PSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and relevant acts and guidance.

They will learn these skills through the following topics:

- RSE (Relationships and Sex Education)
- Financial education – Money, media and personal safety
- Health and wellbeing
- Managing change
- Staying safe on and offline – Personal safety and digital awareness
- Laws and Crime
- Dangers
- Careers

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships and successfully going into the wider world. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables young people to make responsible and informed decisions about their health and wellbeing.

PSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations. This will be taught in curriculum time, lesson 1 and drop-down days.

Principles of effective PSHE

Our PSHE programme:

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across Key Stage 3 and 4.
- Is taught by staff regularly trained in PSHE and led by the Co-ordinator of Life and Citizenship.
- Uses carefully selected expert visitors invited in to enhance and supplement the programme, where appropriate.
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and nurture respect for different views.
- Includes learning about how to get help and treatment from safe sources such as health and advice services including reliable information online.
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner and setting. Teachers will include a range of teaching styles and groupings to allow all children to make progress.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. PSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to the curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another.

Thorough consultation (September, 2026) continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion policy.

Teaching and learning

The PSHE programme will be led by Miss Jessica Hairsine the Coordinator of Life and Citizenship, Mrs Frances Adams the Director of Humanities and quality assured by Mrs Lauren Bateson Assistant Head Teacher for Teaching and Learning with Personal Development. This is taught by trained staff in the Academy. All staff involved in the delivery of PSHE have received specialist training to ensure that pupils receive clear and consistent approaches throughout their time at Sirius Academy North. Whole staff and individual training needs will be identified through the school's self-evaluation process.

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of PSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will follow our External Visitor Policy which includes:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs) and make sure these are available for parents/carers to view.
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.

Curriculum

The majority of the curriculum is a statutory requirement to teach to meet Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025), whilst ensuring schools fulfil their duties under the the Equality Act, 2010. PSHE also contributes towards the learner's citizenship education.

PSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. PSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

Our intended PSHE curriculum is detailed on our website: [Life – Sirius Academy North](#) but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. Where possible the curriculum will be complemented by themed assemblies, drop-down days, the personal development programme, lesson 1 and extra curricular links.

In July 2025 the Department for Education launched the new Relationships Education, Relationships and Sex Education (RSE) and Health Education for implementation by September 2026. Whilst much of the curriculum remains the same as the previous guidance, and was already covered within our existing curriculum, some elements have been given more focus or clarification to reflect the current world that we live in.

Secondary

- Incel and misogyny
 - Violence against women & girls (VAWG)
 - Online safety
 - Personal & travel safety
 - Grief, loss and bereavement
 - Vaping
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Students will learn:

This is the overview for each year group:

Our Life Curriculum

Year 11 Topic 1 Theme E - Taking citizenship action	Year 11 Topic 2 Theme E - Taking citizenship action	Year 11 Topic 3 Theme D - Power and influence	Year 11 Topic 4 Theme D - Power and influence	Revision and Exams	
Year 10 Topic 1 Theme B - Democracy at work in the UK	Year 10 Topic 2 Theme B - Democracy at work in the UK	Year 10 Topic 3 Theme B - Democracy at work in the UK	Year 10 Topic 4 Theme C - Law and Justice	Year 10 Topic 5 Theme C - Law and Justice	Year 10 Topic 6 Paper 1 Revision
Year 9 Topic 1 Theme A - Living together in the UK.	Year 9 Topic 2 Theme A - Living together in the UK.	Year 9 Topic 3 Theme A - Living together in the UK.	Year 9 Topic 4 Theme A - Living together in the UK.	Year 9 Topic 5 Theme B - Democracy at work in the UK	Year 9 Topic 6 Theme B - Democracy at work in the UK
Year 8 Topic 1 Celebrating differences and identities.	Year 8 Topic 2 Personal safety	Year 8 Topic 3 Relationships and sex education	Year 8 Topic 4 Wellbeing	Year 8 Topic 5 Dangers on and offline	Year 8 Topic 6 Emerging dangers
Year 7 Topic 1 Managing change	Year 7 Topic 2 Money, media and personal safety	Year 7 Topic 3 Relationship and respect	Year 7 Topic 4 Puberty	Year 7 Topic 5 Staying safe on and offline	Year 7 Topic 6 Law and crime
NO LIMITS	RESPECT		SUPPORT	BROADENING HORIZONS	COMMUNITY

This is the content for each year group:

Year 7 LIFE

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Managing change	Money, media and personal safety	Relationships and respect	Puberty	Staying safe off and online	Laws and crime
Why is it important to get to know others?	What is tax?	What is consent?	What is puberty for girls?	How can we avoid gangs?	What are our rights?
What is a community?	How does the government use our taxes?	What is respect?	What is puberty for boys?	How can we stay safe online?	What is community cohesion?
How can we plan for the future?	How are we manipulated to spend?	What are the different friendship?	What is personal hygiene?	How can we stay whilst gaming online?	How can we make informed decisions?
What are the benefits of good quality sleep?	How can we become a responsible citizen?	How can, we be positive?	What can impact you when growing up?	What is the risk of alcohol?	What is the criminal justice system?
Why we should we be proud of ourselves?	How can deepfakes be used in politics?	How can we deal with pressure?	What can impact you when growing up?	What is the risk of smoking and vaping?	How are laws made?
What are the different transition points of our lives?	How can we avoid financial scams?	What does it mean to be a man in todays society?	What is self-esteem?	What are the risks of energy drinks?	What are the different punishments in the UK?
	What is the census?			What is knife crime?	What are the different punishments in the UK?

Year 8 LIFE

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Celebrating differences And identities	Personal safety	Relationships and sex education	Wellbeing	Dangers on and offline	Emerging dangers
What is your identity?	What is loneliness?	What is self-love?	What is mental health?	How can we manage stress?	What are deepfakes?
How is Britain multicultural?	What is the difference between banter and bullying?	What are healthy relationships?	What is a positive body image?		What is AI generated sexual imagery?
Why is being kind important?	What is the impact of peer pressure?	What are unhealthy relationships?	What is child abuse?	What is county lines?	What is the dangers of AI and chat bots?
How can we break down stereotypes?	How can we stay safe around water?	What are periods?	What are the different types of bullying?	What is substance misuse?	How is AI changing the we think and interact?
What are the different learning disabilities?	How can we keep ourselves safe in unfamiliar settings?	What is contraception?	How can we eat healthy?	What is cyberbullying?	
What is prejudice and discrimination?	How can we show respect?	What is sexual orientation?		What is online grooming?	What are algorithms?
How can we have equality in the workplace?					
How can we challenge islamophobia?				How can we be safe around alcohol?	What are the illegal online behaviours?
	What is child exploitation?				

Year 9 Citizenship

Half Term 1 – 7 weeks	Half Term 2 – 7 weeks	Half Term 3 – 5 weeks	Half Term 4 – 5 weeks	Half Term 5 – 8 weeks	Half Term 6 – 7 weeks
Theme A – Living in the UK	Theme A – Living in the UK	Theme A – Living in the UK	Theme A – Living in the UK	Theme B – Democracy at Work in the UK	Theme B – Democracy at Work in the UK
What is a community?	What is an identity?	Can Human Rights conflict with each other?	Should we scrap the Human Rights?	What is a democracy?	How are laws made?
What is a melting pot?		What is community cohesion?			
What is religious understanding?	What is respect?	What is our rights?	Who represents us?	How are people elected?	
	How did the Human Rights begin?	What are our rights in the workplace?	What do councils do?		
How is the UK's population changing?	How does the Human Rights stop discrimination?	What are our consumer rights?			Who should we vote for?
Why are people migrating to the UK?				Feedback	Are the countries of the United Kingdom apart or together?
Evaluate the reasons why people move to the UK.					How is a government formed?
				What is the role of ministers and MPs?	

Year 10 Citizenship

Half Term 1 – 7 weeks	Half Term 2 – 7 weeks	Half Term 3 – 5 weeks	Half Term 4 – 5 weeks	Half Term 5 – 8 weeks	Half Term 6 – 7 weeks
Theme B – Democracy at Work in the UK	Theme B – Democracy at Work in the UK	Theme B – Democracy at Work in the UK	Theme C – Law and Justice	Theme C – Law and Justice	Paper 1 Revision
What is a democracy?	What happens at Westminster?	How is the UK governed or budgeted?	What is law?	What are the citizen's rights in the legal system?	How do we revise for paper 1?
How are people elected?			What is the difference between civil and criminal law?	What is the youth justice system?	
Who should we vote for?					
			How do criminal and civil courts work?	What is happening to crime?	
How is a government formed?			What are the different types of sentencing?		
What is the role of ministers and MPs?					
How are laws made?					

Year 11 Citizenship

Half Term 1 – 7 weeks	Half Term 2 – 7 weeks	Half Term 3 – 5 weeks	Half Term 4 – 5 weeks	Half Term 5 – 8 weeks
Theme E – Taking Citizenship Action	Theme E – Taking Citizenship Action	Theme D – Power and Influence	Theme D – Power and Influence	Exams and Revision
What is an issue in need?	How will we deliver our action plan?	How do trade unions protect workers?	What are the global responsibilities?	How do we revise for paper 1 and 2?
What is primary research?	What was the impact our action plan?	What is the medias' role when informing the public?		
What is primary?	How do we answer a 12 marker?	What are the impacts of the EU?		
What is secondary research?		Should the UK of left the EU?		
What are the different viewpoints?	What is citizenship participation?	What is the role of the UK in the World?		
Who is the action targeted at?	Why do people not vote?			
How will we deliver our action plan?	What are the different groups in a democratic society?			

This is the content for each year group will learn in lesson 1:

Year 7 and 8 - LESSON 1

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Celebrating differences and identities.	Respect	How to stay safe	Careers	Wellbeing	How can we be aware?
Who are the key people in the school?	What is peer pressure?	What are our school options for GCSE?	What is national apprenticeship week?	What is stress awareness month?	What is pride month?
	What is Remembrance day?	What are our school options for GCSE?		What is world earth day?	What is sexual orientation?
How is Britain multicultural?	What is Anti-bullying week?	What is Holocaust memorial day?	What is world book day?	What is Stephen Lawrence day?	What are the effects of one punch?
What is national inclusion week?	How can we make friends?	How can we stay safe on games?	What is British science week?	How can we manage our feelings?	How can we be safe on roads?
What is black history month?	What is respect?	What is safe internet day?	Careers education	What is mental health awareness week?	How can we be safe in the water?
What is world mental health?				What is knife crime awareness?	How can we be safe on social media?
How can we be kind to others?				Who are our mental health champions in the school?	
				How can we break the stigma around mental health?	

Year 9 LIFE - LESSON 1

Topic 1	Topic 2	Topic 3	Topic 4	Topic 4	Topic 5
Equality, Diversity and British values.	Relationships	Healthy bodies and emotional wellbeing	Modern Dangers: online and offline	Modern Dangers: online and offline.	Personal safety and digital awareness
Who are the key people in school?	How is there racism and discrimination in society?	How does self-esteem change?	What is national apprenticeship week?	What are drug classifications?	What are the forms of extremism?
What is the Equality Act 2010?	What is Remembrance day?	What is bullying?	How can we prevent cancer and live a healthy lifestyle?	What are party drugs and illegal drugs?	What is terrorism?
What is LGBTQ+ and what are the rights across the world?	What are healthy relationships?	What is mental wellbeing?	What is a drug?	What is Stephen Lawrence day?	How do different international organisations respond to conflict?
What is gender equality?	What is domestic abuse and domestic violence?	How do we deal with grief and loss?	What are the different types of addictions?	How do different countries deal with drugs?	What is the radicalisation process?
What is ableism and how can are people discriminated against their disability?	What is sexual harassment and stalking?	What is the impact of airbrushing?	What are the different types of cannabis products?	What is volatile substance abuse?	How does counter terrorism work?
What is world mental health day?				What is mental health awareness week?	What is antisemitism?
How can we remove the barriers equally for all?				What is knife crime awareness?	
				What are conspiracy theories and extremist narratives?	

Year 10 LIFE - LESSON 1

Topic 1	Topic 2	Topic 2	Topic 3	Topic 4	Topic 5
Equality, Diversity and British values.	Modern Dangers: Online and offline	Modern Dangers: Online and offline	Healthy bodies and emotional wellbeing	Healthy bodies and emotional wellbeing	Personal safety and digital awareness?
Who are the key people in school?	What is democracy?	What is social media validation?	What is national apprenticeship week?	What is a GP and a pharmacist?	What are positive male role models?
What is hate crime?	What is Remembrance day?	What is modern day slavery?	What is masculinity and misogyny?	What is the local healthcare system?	What are the different legal relationships?
What is the British values?	What is honour based violence?	How can we keep our data safe?	What is self harm?	What is the local healthcare system?	How to end a friendship?
What is mutual respect?	What is forced marriage and breast ironing?	What is the impact of screen time?	What is suicide?	What is antimicrobial resistance?	
What is individual respect?	What is online gaming and gambling?	What is child sexual abuses?	How can we promote emotional wellbeing?	What is pregnancy?	
What is world mental health day?				What is mental health awareness week?	How can we stay safe in public spaces?
What are the human rights?				What are the causes of knife crime?	
				What is unhealthy weight gain?	

The year 11's will cover relationships and sexual education during a drop-down day.

Assessment

Pupils' learning will be assessed throughout. This will be seen in their return to the big question, mini-whiteboard activities and planned assessments. This will ensure that pupils are making sufficient progress against their own starting points and to build on prior teaching and learning. It also enables us to check that teaching strategies and resources remain relevant and effective. Assessment will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and may include self-assessment tasks that will confirm pupils understanding of the topics. Information about these assessments and pupils progress will be shared with pupils and parents/carers as appropriate.

The quality of teaching and learning will be monitored through regular lesson drop-ins, half-termly work scrutiny, termly student voice surveys, teacher voice and regularly reviewing the curriculum conducted by subject leads and/or members of the senior leadership team. The observations and findings of which will be used to identify and inform future staff training needs.

Responding to pupils' questions

There will always be sensitive and controversial issues within the subjects of PSHE. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe and

supportive space to discuss issues openly within the framework of a class working agreement. At the end of every lesson, pupils will be provided with an opportunity to ask questions in an open setting and will also be provided with an opportunity to raise questions using the life boxes. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson and as set in the statutory guidance. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer.

Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/carer or trusted adult at home.

Confidentiality, signposting and handling disclosures

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of PSHE teaching the class will discuss and create a calm, supportive environment where students can share their ideas and thoughts without discrimination. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Distancing techniques such as the use of characters within PSHE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes PSHE more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advise on topic coverage so that the school can be responsive to pupil's pastoral needs and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct PSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child

protection issues about their concerns, Kate Crooks, or David Williamson. The designated safeguarding lead will then deal with the matter in line with our school's safeguarding policy.

Supporting vulnerable learners

We are aware that pupils with SEND, specific needs/experiences or those with additional support may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE is particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

The school will ensure that, in line with our Teaching and Learning principles, resources and teaching materials are appropriate for the age and maturity of pupils, are accessible for all pupils, including those with SEND and are sensitive to pupils' needs.

The PSHE lead will liaising with the safeguarding and SEND team prior to delivery of sensitive content to ensure that learners who may have negative experiences or trauma relating to the content are appropriately supported.

Involving parents and carers

We believe that parents are the primary educators of their children in PSHE and that learning is most effective when it is collaboration between school and home. We therefore wish to build a positive and supportive relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

- Half termly letter to address the topics taught.
- Parental meeting
- Communication about external visitors and drop-down days
- Parents can request resources a half term in advance

The school will provide support to parents and carers through parental engagement which provides a valuable opportunity to develop awareness of emerging topics and review the resources being used as well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children. The school also operates an open-door policy enabling parents to discuss PSHE at relevant times throughout the school year.

The vast majority of PSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused, they should

request a copy of the Right to Withdraw Policy, which outlines the steps. This will include a discussion with the school, making clear which aspects of the programme they do not wish their child to participate in. The key link is the Head Teacher, David Williamson, who will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any 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 through delivery of quality assured resources. If the withdrawal process is continued the parent/carer must complete a copy of the withdrawal form – the school will record its actions and hold a copy of the form on file.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Links to other school policies and curriculum

This policy complements the following policies:

- Anti-bullying
- E-safety
- Equality
- Inclusion
- Safeguarding
- Teaching and learning