



Relationships, Sex Education (RSE)

Date	Review Date	Subject Leader	Nominated Governor
Summer 2021	Summer 2024	Laura Ortega	Sue McCormack

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003

The following documentation is also related to this policy:

Personal, Social, Health and Economics Education (PSHE)

Our Curriculum Intent

Our curriculum has been carefully designed, planned and organised to ensure that pupil needs are at the heart of our curriculum. It is our firm belief that the substance of our education prepares children well for the challenges they will face in life and at the next stage of their education.

Having reviewed the needs of our children, we developed our C.O.R.E curriculum. The CORE curriculum ensures that all subjects are taught with the pupils needs in mind. Every subject must provide CORE learning.

C – Communication (Opportunities for Speaking and Listening, Reading and Writing).

O – Opportunities for Challenge (Effectively using data tracking to challenge pupils).

R – Reasoning (Use and apply learning through logic, deduction and induction).

E – Experiences (Provide meaningful, interactive learning opportunities).

In September 2020 the Department for Education made Relationships and Health Education compulsory in all schools We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets. We understand that 'the National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens..



We believe that our curriculum and the use of our 'CORE' learning will not only provide our pupils with a knowledge and understanding of the National Curriculum but will deliver children with challenging, engaging and stimulating opportunities to apply their learning. Therefore, ensuring children deepen their knowledge and understanding.

At Denbigh, every subject identifies its Key Concepts and Learning Milestones. Within RSE, our Key Concepts and Milestones capture the most important aspects of our RSE Curriculum that will meet their learning needs and support their development. Our RSE Progression can be found within PSHE progression at Threshold Concepts and Milestones
<http://denbighps.org.uk/denbigh-PSHE-curriculum/>

Our well-balanced curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life.

Relationship and Sex Education (RSE) is part of our PSHE education programme which is taught throughout the school in every year group as Life Skills. These are taught in three ways: cross curricular, short sessions and stand alone lesson as appropriate
When planning our RSE curriculum within PSHE (Life skills) we start by looking at the standard we expect every child to achieve and what deep level learning looks like. Learning experiences are then planned to ensure that every child stands the best possible chance of achieving this.

RSE involves a combination of sharing information, and exploring issues and values. It contributes to the social, moral and cultural development of children and provides an open and safe environment for children to learn about positive relationships, to value and respect themselves and others and to make responsible and reasoned choices. Providing this will give young people the information, skills and positive values to have safe, fulfilling relationships and will help them take responsibility for their own well-being.

Within Relationships Education they will be exploring what makes a healthy relationship with an emphasis on different relationships including different types of families. This will allow children to celebrate difference and diversity in school and in the wider world. Along with reflecting sensitively that some children may have a different structure of support around them, for example single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. Stereotypes will be investigated with the children through stories which challenge preconceptions and children will be encouraged to accept each other and understand that we are all different but of equal value
Within Sex Education for EYFS and KS1 the focus for this age group is on teaching children about different body parts, the importance of personal privacy and maintaining hygiene. For KS2 the focus is on teaching children the facts about puberty and reproduction Biological aspects are taught within the science curriculum and pupils also receive stand-alone sex education sessions.

Within Health Education the focus will be on teaching the characteristics of good physical health and mental wellbeing. Helping the children to develop an understanding that mental wellbeing is a normal part of daily life, in the same way as physical health
All teaching in RSE will take place in a safe learning environment and be underpinned by our school ethos and values. A variety of opportunities will be provided for pupils to ask questions to



further their understanding and to find out more about what affects them personally. All of the sessions will be age-appropriate and meet the needs of all pupils in the class.

ICT is integrated into all areas of our primary curriculum at Denbigh. We constantly strive to provide our children with the latest knowledge, skills and understanding of ICT and how they can effectively use ICT to enhance their learning.

Our teachers devote time and effort to keeping themselves up to date with the latest advances in ICT and apply ICT within lessons to further engage children and support their learning needs.

Within the RSE curriculum, pupils embrace ICT and have developed their knowledge and understanding of how they can use ICT in a safe way so that it becomes part of their learning toolkit. We use ICT to develop the children's independence and resourcefulness as learners so that they can enhance their learning and become equipped for the 21st century.

To ensure an inclusive approach to our curriculum we will endeavour that teacher and teaching assistants are provided with structured training to effectively support the learning of children with SEND.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Statutory requirements

As a maintained primary school we must provide relationships and health education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Denbigh Community Primary we teach RSE as set out in this policy.

Aims

- The aims of relationships and sex education (RSE) at our school are to:
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene



- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support the school's ethos of nurturing a caring community
- To ensure that all pupils have the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- To share good practice within the school.
- To work with other schools to share good practice in order to improve this policy.

Policy development

This policy has been developed in consultation with governors, staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Pupil consultation –through the school council we discussed with pupils what they want from their RSE as part of the RSE lessons when discussing the new curriculum.
2. Review – a member of staff pulled together all relevant information including relevant national and local guidance.
3. Parent consultation – parents to receive letter regarding new changes to RSE curriculum and given opportunity to discuss if requested
4. SLT, Staff and Governors consultation – all were given the opportunity to look at the policy and make recommendations

Roles and Responsibility for the Policy

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of RSE which is part of PSHE;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;



- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel are aware of and comply with this policy;
- work closely with the subject leader and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;
- consider dis-applying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;
 - observing teaching and learning
 - planning scrutiny and work trawls
 - discussions with pupils and members of the school council
- annually report to the Governing Body on the success and development of this policy

Role of the Subject Leader

The Subject Leader will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher, the nominated governor and SENCO;
- be accountable for standards in this subject area;
- monitor standards by;
 - auditing the subject area
 - create subject specific EBooks with contents specified by SLT
 - review of the scheme of work
 - monitor subject specific knowledge organisers to support in class learning
 - create and maintain a Key Concepts map complete with Milestones of learning
 - monitoring teachers planning
 - lesson observations
 - scrutinising children's work
 - discussions with pupils



- analysing performance data against school targets using the school's agreed assessment system, including the analysis of vulnerable group data.
- ensure continuity and progression throughout the school;
- devise a yearly action plan, informed through analysis of subject data, which is RAG rated to demonstrate subject development;
- monitor pupil books to ensure the Marking and Feedback policy (March 2018) and Presentation Policy (March 2018) is being adhered to; curriculum coverage and challenge and differentiation is appropriate for the expectation of the school;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding the teaching of RSE or any changes to curriculum;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the subject leader;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
 - annually report to the Governing Body on the success and development of this policy

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- implement the school's equalities policy and schemes;



- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body
- Input into fundraising and charity events.
- School Voice- day-to-day improvements to school.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - curriculum development workshops
- be encouraged to work in school as volunteers;
- be encouraged to respond to curriculum information newsletter;
- be informed via termly newsletters of their child's topics;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- be invited to make presentations to pupils on aspects of this subject area;



- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning;

Policy Procedure

Teaching and Learning Style

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding. Planning will ensure that the learning styles of each individual pupil are met, focusing on incorporating visual, auditory and kinesthetic teaching into each lesson so that every child can access the activities planned for. ICT is used effectively to support, enthuse, engage and enrich learning

Curriculum Planning and Organisation

Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Relationship and Sex Education (RSE) involves a combination of sharing information, and exploring issues and values. It contributes to the social, moral and cultural development of children and provides an open and safe environment for children to learn about positive relationships, to value and respect themselves and others and to make responsible and reasoned choices. This guidance will form part of our school's PSHE education programme which is taught throughout the school in every year group as Life Skills and is monitored and reviewed regularly by the staff and Governing Body

PSHE forms part of the prime areas of learning in The Early Years Foundation Stage. (Personal, Social and Emotional Development). This is taught to the children in adult-led teaching sessions, such as through class discussions, carpet time, small group work and games. The children are assessed in this area of learning against development matters statements.

Long Term Planning

- RSE curriculum overview can be found on shared google drive. This highlights focus for each year group to ensure progression and that all aspects of RSE are taught fully.
- There is RSE scheme of work which can be found shared google drive which supports the overview and provides teaching guidelines and overall objectives for each year group for the whole year
- Biological aspects are taught within the science curriculum and pupils will also receive stand-alone sex education sessions where appropriate

Medium Term Planning

- Organises the subject into termly or half-termly sections
- Is more detailed and the objectives are more specific in nature



- A scheme of work is available to be adapted and developed by the teachers, who respond to the needs of their pupils
- Ensures a balanced distribution of work is undertaken across each term
- Uses the long term planning progression documents, ensuring each aspect of RSE is taught across the year.
- Is organised by teachers, who use their knowledge of their pupils and professional judgement in selecting how long a strand is taught for and which objectives are to be addressed,
- ensures each objective is taught across the year ensuring time given to consolidate previous learning

Short Term Planning

- details the objectives to be taught
- plans lessons in detail with specific class objectives
- have a clear and relevant learning objective with the success criteria for each lesson made explicit for pupils, this is contextualised with reference made to previous and future learning
- Sets individual learning goals for each pupil

Links with ICT

The use of information and communication technology will promote, enhance and support the teaching of this subject area. A range of programmes, software and apps for iPads are available for all pupils to enthuse, engage, enrich and support learning.

Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.



We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Intervention groups are identified on a termly basis in order to support vulnerable pupils through a range of Nurture groups and are monitored and assessed through the Thrive programme.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Differentiation

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

Special Educational Needs

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving



and with appropriate targets relating to the subject. Therefore these learners are usually supported in class by an adult but could also be receiving further intervention to accelerate their progress.

Assessment for Learning

Teachers will:

- carry out continuous assessment using Target Tracker;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- make comments in pupil's books related to the teaching objective (See Marking and Feedback policy March 2018);
- carry out medium-term assessments to measure progress against key objectives to adjust planning;
- analyse data on a termly basis to address underperformance of vulnerable groups and individual pupils
- carry out long-term assessment to assess progress against school and national targets;
- use long-term assessments to help them plan for the next academic year;
- inform parents and carers of their child's progress and targets

Monitoring & Review of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the SLT. Where possible monitoring will also be done in conjunction with the nominated governor.

Standards will be monitored by:

- looking at pupils work
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- learning walk
- general curriculum discussions

Feedback from moderation is given to staff to highlight what we do well and how we can further develop. Individual feedback is given to staff where applicable, and further monitoring undertaken if necessary. A copy of any moderation that takes place can be found in the subject coordinator's file.

Contribution of the Subject to other Areas of the Curriculum

RSE has clear and strong links with many subject areas; particularly SCIENCE and other aspects of PSHE.



Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year. Resources are stored centrally with all members of staff made aware when new resources have been purchased. Staff CPD is provided where necessary in the use of resources to support teaching and learning

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - National Curriculum programmes of study and attainment targets for all subjects
 - teaching and learning
 - planning
 - assessment
 - key skills
 - CPD training in staff meetings.
 - CPD/network meetings for subject coordinators.
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.



This policy has been Equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Curriculum	▪ PSHE ▪ Teaching and Learning
▪ Differentiation	▪ Assessment
▪ Monitoring and Evaluation	▪ Self-Evaluation & School Improvement
▪ Special Educational Needs	▪ Gifted and Talented
▪ English as an Additional Language (EAL)	▪ Disability Non Discrimination

Headteacher:	Louise Guthrie	Date:	Summer 2021
Chair of Governing Body:	Mrs C Davison	Date:	Summer 2021



Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
PSHE				✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups																		Conclusion							
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No
Does or could this policy have a negative impact on any of the following ?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	



for any of the following ?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No			
	✓			✓			✓			✓			✓			✓			✓			✓				✓			
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
● Policy annually reviewed	✓			
● Policy in line with current legislation	✓			
● Coordinator in place	✓			
● Nominated governor in place	✓			
● Coordinator carries out role effectively	✓			



• Headteacher, coordinator and nominated governor work closely	✓			
• Policy endorsed by governing body	✓			
• Policy regularly discussed at meetings of the governing body	✓			
• School personnel aware of this policy	✓			
• School personnel comply with this policy	✓			
• Pupils aware of this policy	✓			
• Parents aware of this policy	✓			
• Visitors aware of this policy			✓	
• Local community aware of this policy			✓	
• Funding in place			✓	
• Policy complies with the Equality Act	✓			
• Equality Impact Assessment undertaken	✓			
• Policy referred to the School Handbook	✓			
• Policy available from the school office	✓			
• Policy available from the school website	✓			
• School Council involved with policy development	✓			
• All stakeholders take part in questionnaires and surveys			✓	
• All associated training in place	✓			
• All outlined procedures complied with	✓			
• Linked policies in place and up to date	✓			
• Associated policies in place and up to date	✓			

A statement outlining the overall effectiveness of this policy

Policy Approval Form



Policy Title:	RSE policy					Date when written:	Summer 2021		
Policy written by:	Laura Ortega				New Policy (✓ or x)	✓ 22/4/21	Revised Policy (✓ or x)	<input type="checkbox"/>	
Stakeholders consulted in policy production: (✓ or x)	Governors	Senior Leadership Team	Teaching Personnel	Support Personnel	Administrative Personnel	Parents	Pupils	Local Community	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Date when approved by Governors:			Date when presented to stakeholders:			Date when implemented:			
Published on: (✓ or x)	School Website			School Prospectus			Staff Handbook		
	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		