Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

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CONTENTS

1.0 Introduction 3

Oasis Ethos 3

2.0 What is this policy about? 3

3.0 Who is this policy for? 4

4.0 Policy Statement 4

5.0 The requirements that apply to this policy 4

Statutory requirements 4

Delivery of SRE 5

Religion and belief 5

Students with SEND 6

Lesbian, Gay, Bisexual and Transgender (LGBT) 6

Resources 6

Roles and responsibilities 6

The role of parents and their right to withdraw 7

Safeguarding 8

Training 8

Monitoring arrangements 9

Pastoral support 9

Links with other policies 9

Appendix A: Resources 10

Appendix B: Parent form: withdrawal from sex education within RSE 11

Appendix C: Curriculum detail taken from DfE document 12

Appendix D: FAQ from the DfE 26

6.0 RACI Matrix 28

Document Control 29

1.0 Introduction

Oasis Ethos

Our ethos is rooted in what we believe and who we are.

- We have a passion to include everyone
- We have a desire to treat everyone equally, respecting differences
- We have a commitment to healthy and open relationships
- We have a deep sense of hope that things can change and be transformed
- We persevere and keep going for the long haul

Our **Education Charter** sets out our commitment to work in partnership with our communities to transform lives and create a culture of excellence for all. To help achieve this, we make great learning the cornerstone of everything that we do.

Oasis Community Learning (OCL) is committed to helping young people develop loving and respectful relationships and a responsible attitude to intimacy and sex. The Oasis Ethos is at the heart of all teaching on relationships and sexual health, including the commitment to promoting healthy and positive relationships, treating everyone equally and respecting differences. OCL recognises the breadth of human diversity and is committed to providing sex and relationship education which values this diversity. OCL also recognises that it has an obligation to take positive action to build a culture where any occurrences of sexism, misogyny, homophobia and gender stereotypes are identified and tackled rather than being tolerated. All adults have an important role to play in modelling positive behaviours.

2.0 What is this policy about?

In brief

The aim of this policy is to clarify the statutory requirements of relationship education, sex and relationship and health education to all teachers, parents, carers and students.

In more detail

Additional aims are:

- to ensure the curriculum is taught sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents
- provide a framework in which sensitive discussions can take place
- ensure that students have accurate, objective and appropriate information
- create a positive culture around issues of sexuality and relationships
- to develop an understanding, for all students, of healthy relationships, acceptable behaviour and the right of everyone to equal treatment
- to foster student wellbeing and develop resilience and character, kindness, integrity, generosity, and honesty
- help young people to become successful and happy adults who make a meaningful contribution to society

This policy statement is designed to be complementary to, and supportive of, the role of parents/carers in educating their children about sex, relationships and health. It recognises that the prime responsibility for bringing up children rests with parents and carers.

3.0 Who is this policy for?

This policy applies to teacher, support staff and leaders.

4.0 Policy Statement

This Trust wide policy has been developed with the support of colleagues in primary, secondary and all-through academies as well as those national leaders responsible for governance, delegated from the Trust Board. This document gives clear guidance to each academy.

Each academy must have a localised policy that should be developed in consultation with staff, students and parents.

The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulls together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties are invited to attend a meeting about the policy
4. Pupil consultation – investigate what exactly students want from their RSE
5. Ratification – once amendments are made, the policy is agreed with the Regional Director

Localised policies should include sections covering:

- details of content/scheme of work and when each topic is taught, taking account of the age of students
- who delivers either Relationships Education or RSE and who leads this area of the curriculum
- how the policy has been produced, and how it will be kept under review, in both cases working with parents
- how delivery of the content will be made accessible to all students, including those with SEND explanation of the right to withdraw
- requirements on schools in law e.g. the Equality Act (please see The Equality Act 2010 and schools: Departmental advice)
- how often the policy is updated
- who approves the policy

5.0 The requirements that apply to this policy

Statutory requirements

As a multi-academy trust we must provide relationships education to all students as per section 34 of the Children and Social work act 2017.
In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Academies must follow the guidance outlined in the document:
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

The Equality Act 2010 details some key equality provisions for the delivery of education and a duty for public bodies, such as OCL, to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relationships between different groups (Public sector Equality Duty). There are three key elements:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation) and people who do not share it
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

Academies must also be mindful of the SEND Code of Practice when planning for these subjects https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Delivery of SRE

- Academies are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum
- Delivery of the curriculum must be high quality, evidence-based and age-appropriate
- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (see detail in subsequent section of this policy)
- Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme or lessons
- Teaching will include sufficient well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real life situations
- RSE is generally taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are usually taught within the science curriculum, and other aspects are included in religious education (RE)
- Students may also receive stand-alone sex education sessions

Religion and belief

To develop an effective localised policy academies should ensure that they have:

- Developed a good understanding of students' faith backgrounds.
- Established positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects.
- Taken into account the religious background of all students when planning learning, so that the topics that are included in the core content in this guidance are appropriately handled.
- Complied with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.
- Taken into account faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example, academies may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex

- Ensured that teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Students with SEND

- Relationships Education, RSE and Health Education must be accessible for all students. This is particularly important when planning teaching for students with special educational needs and disabilities who represent a large minority of students in our Trust.
- High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.
- Adults should be aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some students; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.
- For some SEND students in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of students at different developmental stages. As with all teaching for these subjects, academies should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Lesbian, Gay, Bisexual and Transgender (LGBT)

In teaching Relationships Education and RSE, schools should ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect.

- Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content.
- Teaching students about LGBT should be fully integrated programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson
- Academies are free to determine how they do this, and we expect all students to have been taught LGBT content at a timely point as part of this area of the curriculum

Resources

- Schools should assess each resource that they propose to use to ensure that it is appropriate for the age and maturity of students, and sensitive to their needs
- Schools should also ensure that, when they consult with parents, they provide examples of the resources that they plan to use as this can be reassuring for parents and enables them to continue the conversations started in class at home.
- A list of resources, recommend by colleagues, can be found in Appendix A.

Roles and responsibilities

The CEO

The CEO, in consultation with the NET and CSG, will approve the SRE policy, on behalf of the Trustees. The CEO will hold Regional Directors to account for its implementation.

Regional Directors (RDs) and Principals

RDs will check that **academy leaders** ensure:

- all students make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all students with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

Staff colleagues:

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the (non-science) components of SRE

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

Students

Students are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

The role of parents and their right to withdraw

Parents and Carers

- The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.
- All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.
- Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

Withdrawal

Parents have the right to request that their child be withdrawn from some or all of the non-science curriculum sex education delivered as part of statutory RSE.

- OCL expects the Principal (or Deputy) to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Also to explain the detrimental effects that withdrawal might have on the child
- Academies will document this process to ensure a record is kept (see Appendix B)
- Once those discussions have taken place, except in exceptional circumstances, the academy should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the academy should make arrangements to provide the child with sex education during one of those terms
- This process is the same for students with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision
- Principals will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum
- If a pupil is excused from sex education, it is the academy's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal
- There is no right to withdraw from Relationships Education or Health Education

Safeguarding

At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

If teachers have concerns about a specific pupil they must follow academy safeguarding procedures.

Training

Staff will require training to ensure that they feel confident to deliver the RSE and Health curriculum. Some Local Authorities are able to provide training but also organisations such as Stonewall are useful sources of CPD

Monitoring arrangements

The delivery of SRE is monitored by the Principal and senior colleagues. Monitoring could include planning scrutinies, conversations with teachers and students as well as learning walks.
This policy will be reviewed by the National Education Team regularly. At every review, the policy will be approved by the CEO.

SRE curriculum: see appendix C

Pastoral Support

All students will have access to pastoral support, both in primary and secondary phases. There should be a clear duty of care in counselling and advice to individual students, particularly with regard to their sexual behaviour, orientation or identity. It will require skilled judgement to know when to counsel and when, and how, to refer for specialist counselling and support.

Links with other policies

This policy is linked to the following policies:

- OCL Safeguarding policy
- OCL Anti-bullying policy
- OCL SEND policy
- OCL Learning Policy
- OCL Physical Intervention Policy
- OCL Staff Code of Conduct Policy
- Oasis Nine Habits
- OCL Student Equality and Diversity Policy

Appendices

Appendix A: Resources

- Educate and Celebrate
  https://www.educateandcelebrate.org/education/
- Stonewall
  https://www.stonewall.org.uk/
- SWGfL
  https://swgfl.org.uk/resources/
- National Online Safety School
  https://nationalonlinesafety.com/
- NSPCC
  https://www.nspcc.org.uk/keeping-children-safe/
- Jigsaw
  https://www.jigsawpshe.com/?gclid=EAIaIQobChMI-6T1p4yF5wIVhbTtCh35bAZPEAAYASAAEgKV9_D_BwE
- PSHE Association
  https://www.pshe-association.org.uk/curriculum-and-resources

Appendix B: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Year group	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. e.g. Joe will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom

Appendix C: Curriculum detail taken from the DfE document: "Relationships Education, Relationships and Sex Education (RSE) and Health Education"

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Relationships Education (Primary)

54. The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

55. This starts with students being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, students should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

56. Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

57. From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable students to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

58. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to students' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

59. Teaching about families requires sensitive and well-judged teaching based on knowledge of students and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

60. A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping students to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks.

Alongside understanding the importance of self-respect and self-worth, students should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by

providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

61. Relationships Education also creates an opportunity to enable students to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

62. Through Relationships Education (and RSE), schools should teach students the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Students should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Families and people who care for me	Students should know: • That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Students should know: • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships	Students should know: • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Students should know: • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.
Being safe	Students should know: • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.

Managing difficult questions

63. Primary-age students will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

64. Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

Sex Education (Primary)

65. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

66. The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their students. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

67. It is important that the transition phase before moving to secondary school supports students' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the students. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

68. Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children.
Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science. Schools will want to draw on the good practice for conversations with parents around the right to withdraw as set out in paragraphs 45 and 46. Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their students.

Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their students.

Relationships and Sex Education (RSE): Secondary

69. The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

70. Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

71. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow students to raise issues anonymously.

72. RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as students grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, students should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable students to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

73. Students should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

74. As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

75. Students should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All students should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner.

When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

76. It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that students are clear on their rights and responsibilities as citizens.

77. Schools may choose to explore faith, or other perspectives, on some of these issues in other subjects such as Religious Education.

78. Students should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

79. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, students may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Schools should also be mindful that for students who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

80. Internet safety should also be addressed. Students should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Students should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

81. Some students are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	Students should know: • That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children. • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting

	or who have married, for example, in an unregistered religious ceremony. • Why marriage is an important relationship choice for many couples and why it must be freely entered into. • The characteristics and legal status of other types of long-term relationships. • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	Students should know: • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • What constitutes sexual harassment and sexual violence and why these are always unacceptable. • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	Students should know: • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • What to do and where to get support to report material or manage issues online. • The impact of viewing harmful content.

	• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • How information and data is generated, collected, shared and used online.
Being safe	Students should know: • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	Students should know: • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • That they have a choice to delay sex or to enjoy intimacy without sex. • The facts about the full range of contraceptive choices, efficacy and options available. • The facts around pregnancy including miscarriage. • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead to risky sexual behaviour. • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

The Law

82. It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues.

This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Physical health and mental wellbeing

83. The aim of teaching students about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

84. Physical health and mental wellbeing are interlinked, and it is important that students understand that good physical health contributes to good mental wellbeing, and vice versa.

85. It is important for schools to promote students' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

86. Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that students feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

87. Schools have flexibility to design and plan age-appropriate subject content, but this guidance sets out core areas for health and wellbeing that are appropriate for primary and secondary aged students.

88. Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female students are prepared for changes they and their peers will experience.

Menstruation

89. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Students should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of students in designing this content.

Physical health and mental wellbeing: Primary

90. The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

91. This starts with students being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving students the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable students to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

92. Teachers should go on to talk about the steps students can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

93. Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

94. Students should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

95. Students should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, students should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

96. A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

By the end of primary school:

Mental wellbeing	Students should know: • That mental wellbeing is a normal part of daily life, in the same way as physical health.

	• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	Students should know: • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical health and fitness	Students should know: • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity).

	• How and when to seek support including which adults to speak to in school if they are worried about their health. •
Healthy eating	Students should know: • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Students should know: • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Students should know: • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.
Basic first aid	Students should know: • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	Students should know: • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

Physical health and mental wellbeing: Secondary

97. It is important that the starting point for health and wellbeing education should be a focus on enabling students to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older students at appropriate points. This should enable students to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable students to understand

where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

98. Teaching about the impact of puberty, which will have started in primary school, should continue in secondary school, so that students are able to understand the physical and emotional changes, which take place at this time and their impact on their wider health and wellbeing.

99. Emphasis should continue to be given to steps students can take to protect and support their own health and wellbeing. They should know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Teachers should cover self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.

100. Students should know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They should understand that humans are social beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the scouts or the girl guiding movements, the National Citizen Service or the Duke of Edinburgh Award) are beneficial for wellbeing. This can also contribute to the development of the attributes for a happy and successful adult life. Students should be supported to recognise what makes them feel lonely. Self-focused or isolating lifestyle choices can lead to unhappiness and being disconnected from society for those who have greater need for companionship and relationships.

101. Students should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Schools may also choose to teach about issues such as eating disorders14.

102. Teachers should be aware of common ‘adverse childhood experiences’ (such as family breakdown, bereavement and exposure to domestic violence) and when and how these may be affecting any of their students and so may be influencing how they experience these subjects. The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, should also be included. Teachers should understand that students who have experienced problems at home may depend more on schools for support.

103. Students should be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school (e.g. school nurses), and externally can help.

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental wellbeing	Students should know: • How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • That happiness is linked to being connected to others. • How to recognise the early signs of mental wellbeing concerns. • Common types of mental ill health (e.g. anxiety and depression). • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health.

	• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness
Internet safety and harms	Students should know: • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	Students should know: • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. • About the science relating to blood, organ and stem cell donation.
Healthy eating	Students should know: • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	Students should know: • The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • The law relating to the supply and possession of illegal substances. • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • The physical and psychological consequences of addiction, including alcohol dependency. • Awareness of the dangers of drugs which are prescribed but still present serious health risks. • The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	Students should know: • About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (Late secondary) the benefits of regular self-examination and screening.

Appendix D FAQ from the DfE

Department for Education

FAQs: Relationships Education, RSE and Health Education

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

Throughout our engagement process as we develop this curriculum, we have heard a number of wide ranging concerns. Below, we have explained some of the common misconceptions around the subjects.

Q: Will my child's school have to consult with me before teaching these subjects?

Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE. These policies must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use.

Q: Will my child will be taught sex education at primary? This is too young.

A: We are not introducing compulsory sex education at primary school.

We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Some primary schools *choose* to teach sex education (which goes beyond the existing national curriculum for science), and in those instances we recommend you discuss this with the school to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these lessons.

Published: March 2019

Q: Does the new Relationships Education and RSE curriculum take account of my faith?

A: The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of faith organisations and representative bodies. Schools can also consider drawing on their expertise when delivering these subjects.

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

A: Parents will have a right to withdraw their child from sex education delivered as part of RSE, which unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education, the school should make arrangements for this to happen in one of the three terms. There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Q: Has the government listened to the views of my community in introducing these subjects?

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance as well as the regulations that have been laid and will be subject to parliamentary debates.

Q: Will these subjects promote LGBT relationships?

A: Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Pupils should receive teaching on LGBT relationships during their school years. We expect secondary schools to include LGBT content and whilst there is no specific requirement to teach about LGBT in primary schools, they can cover LGBT content if they consider it age

6.0 RACI matrix

"R" for anyone who is "Responsible" for a task listed in the policy, an "A" for anyone who is "Accountable", a "C" for anyone who must be "Consulted" under the policy and "I" for anyone who must be "Informed" about aspects of the policy

Policy Element		Leadership			Academy					Services		Team				
	Board	OCL CEO	OCL COO	Regional Director	Academy Principal	RSE lead	Teachers	DSL	SENCO	Role 1	Role 2	Role 1	Role 2	Role 3	Role 4	Role 5
Localised SRE policy is in place		C		I	A	A										
Clear information is provided for parents on the subject content and the right to request that their child is withdrawn				I	A	A										
Delivering SRE in a sensitive way				I	A	A	A									
Statutory duties are adhered to	I	A		A	A											
CPD is delivered for staff				I	A	A		A	A							
KCSIE is understood by all staff				I	A			A								
The implementation of the SRE policy is monitored regularly				I	A	A										
Students with SEND are supported					A	I			A							

Document Control

Changes History

Version	Date	Owned and Amended by	Recipients	Purpose
1.0	1st September 2020	Chris Chamberlain	All OCL Principals	Updated DfE guidance

Policy Tier

☐ Tier 1

☒ Tier 2

☐ Tier 3

☐ Tier 4

Owner

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Approvals

This document requires the following approvals.

Name	Position	Date Approved	Version
John Murphy	NET	September 2020	1.0

Position with the Unions

Does the policy or changes to the policy require consultation with the National Unions under our recognition agreement?

☐ Yes

☒ No

If yes, the policy status is:

☐ Consulted with Unions and Approved

☐ Fully consulted (completed) but not agreed with Unions but Approved by OCL

☐ Currently under Consultation with Unions
☐ Awaiting Consultation with Unions

Date & Record of Next Union Review

Location
Tick all that apply:
☐ OCL website
☐ Academy website
☒ Policy portal
☐ Other: state

Customisation
☒ OCL policy
☐ OCL policy with an attachment for each academy to complete regarding local arrangements
☐ Academy policy
☐ Policy is included in Principals' annual compliance declaration

Distribution
This document has been distributed to:

Name	Position	Date	Version
All Principals	Principal	September 2020	1.0