THE PREMIER ACADEMY

RELATIONSHIPS AND HEALTH EDUCATION POLICY – JULY 2026

Statement of Intent

At The Premier Academy, we understand that children must be provided with an education that prepares them for the opportunities, responsibilities and experiences of teenage and adult life. A key part of this relates to relationships and health education.

The Academy's Relationships and Health Education (RHE) curriculum focuses on giving children the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. In all areas of human experience, a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made. Through the Academy's RHE programme, learning about the physical aspects of relationships is complemented by learning about family life and the exercise of personal responsibility towards other individuals and the broader community.

The RHE curriculum is taught as part of the Academy's Personal Social Health Economic Education (PSHEE), which focuses on equipping children with the knowledge they need to make well-informed decisions about their own health and wellbeing.

RHE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents/carers, young people, schools and experts. Parents/carers are given the opportunity to discuss this Policy at any time and staff will be provided with accurate training and further resources to deliver lessons to children.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RSHE) for all our children. This Policy sets out the framework for our RHE curriculum, providing clarity on how it is informed, organised and delivered.

At The Premier Academy we deliver a Sex Education curriculum to the children in Years 5 and 6 – parents/carers can find out more information about this aspect of RHE in our Sex Education Policy. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born.

Legal Framework

This Policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- Online Safety Act 2023
- Equality Act 2010 and Public Sector Equality Duty
- DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2025) 'Science programmes of study: key stages 1 and 2'.
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE 'Keeping Children Safe in Education'.

This Policy operates in conjunction with the following Academy policies/documents:

- Child Protection Policy
- Child-on-Child Abuse Policy
- Behaviour Policy
- SEND Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Online Safety Policy
- PSHEE Policy

- SEMH Policy
- Sex Education Policy
- School Improvement Plan (SIP).

Roles and Responsibilities

The Governing Body
- Strategic Oversight: Monitor, develop, and review the RHE policy and its implementation.
- Leadership: Appoint a Link Governor for RHE to support the Academy and monitor RHE objectives within the School Improvement Plan (SIP).
- Compliance: Ensure the curriculum is sufficiently resourced, staffed and timetabled to fulfil all legal and statutory obligations.
- Transparency: Ensure clear information regarding subject content is available to parents/carers.

PSHEE Lead
- Curriculum Management: Oversee the delivery of a high-quality, age-appropriate and statutory-compliant RHE curriculum.
- Inclusion & Alignment: Ensure the curriculum is accessible to all children and aligns with - rather than duplicates - National Curriculum Science and PSHEE.
- Staff Support: Provide teachers with the necessary resources and guidance to deliver the subjects effectively.
- Quality Assurance: Monitor and evaluate the effectiveness of the provision, providing reports to the CEO and Full Governing Body (FGB) as required.

SENDCo
- Specialist Advice: Guide teaching staff on identifying and supporting individual needs, including the effective deployment of support staff.
- Vulnerability Assessment: Ensure the needs of vulnerable children are central to the design and delivery of the RHE curriculum.

Teachers
- Quality Delivery: Deliver age-appropriate RHE in line with statutory requirements, using varied methods to engage all learners.
- Professional Conduct: Model positive attitudes toward RHE and act in accordance with the Academy's planning and assessment requirements.
- Safeguarding: Respond to and report any concerns in line with the Child Protection Policy.
- Collaboration: Work with the SENCO to adapt lessons for SEND children and assist the PSHEE Lead in evaluating the quality of provision.

Parents/Carers
- Partnership: Work with the Academy to support their child's personal, social and emotional development.
- Engagement: Maintain awareness of the RHE curriculum, its content and delivery timelines.
- Home Environment: Encourage an open environment where children can discuss and reinforce the learning raised within school PSHE.
- Support: Seek additional guidance from the Academy when necessary to help their children navigate the emotional and physical aspects of growing up.

Curriculum Organisation

Every primary school is required to deliver statutory relationship and health education.

For this Policy, "relationships education" is defined as teaching children about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

For this Policy, "health education" is defined as teaching children about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

The RHE curriculum has been organised in line with the statutory requirements outlined in the DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The RHE programme considers the views of teachers, children and parents/carers. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

The RHE programme is informed by issues in the Academy and wider community to ensure it is tailored to the needs of our children.

We consult with parents/carers, children and staff in the following ways:
- Discussions and meetings
- Training sessions
- Newsletters and letters.

Any parent/carer wishing to provide feedback about the curriculum can do so at any time during the academic year by:
- Organising a meeting with the PSHEE Lead and/or Curriculum Manager.
- Emailing admin@tpamk.co.uk
- Submitting written feedback to the Academy office.

The Academy has organised a curriculum that is age-appropriate for children within each year group.

Delivery of the Curriculum

Through effective organisation and delivery of PSHEE, we will ensure that:
- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to children clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for children to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The Academy will ensure that all teaching and materials are appropriate for the ages of the children, their religious and cultural backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for children and be differentiated for individual needs.

Opportunities to Teach Safeguarding

Further to the prescribed curriculum for RHE, teaching will focus on safeguarding and preventative education.

The Academy will ensure that, as part of relationships education, children are taught about how to keep themselves and others safe, including online.

Education will be tailored to the specific needs and vulnerabilities of individual children whilst taking account of children who may be victims of abuse and children who have SEND.

Preventative education will be adopted as a whole-school approach that prepares children for life in modern Britain and creates a zero-tolerance culture for sexism, misogyny/misandry, homophobia, biphobic and sexual violence or harassment.

The Academy will have a clear set of values and standards which will be underpinned by the Behaviour Policy and pastoral support system, as well as by a planned programme of evidence based RHE curriculum.

The teaching of safeguarding and preventative education will be fully inclusive and developed to be age and stage of development appropriate.

Equality

The Academy will comply with relevant requirements of the Equality Act 2010, including the Public sector equality duty when teaching RSHE.

The Academy will ensure topics in RSHE are taught in a way which does not discriminate against children or amount to harassment.

Children will understand the importance of equality and respect and learn about the law relating to the protected characteristics by the end of their secondary education.

Understanding Rules and the Law

At The Premier Academy, we want our children to understand that laws exist to keep everyone safe, happy, and treated fairly. By learning about the law, children gain a foundation for making good choices and respecting others.

Staying Safe Online
Children will learn about the Online Safety Act and the rules for using technology. This includes:

- Our Private Information: Understanding the rules about what pictures, videos, and personal details we should and should not share online.
- Being Kind Online: Knowing that the law expects us to be as respectful on a screen as we are in person.

Respecting Everyone (The Equality Act)
Children will learn that the law protects people's right to be themselves. This is linked to Protected Characteristics and includes:

- Valuing Differences: Understanding that it is against the law to treat someone unkindly because of things like their religion, their family, or a disability (this is sometimes called a Hate Crime).
- Families and Promises: Learning that Marriage and Civil Partnerships are legal promises two people make to care for each other for the rest of their lives.

My Body and My Health
Children will learn that there are legal ages for certain things to keep them healthy and safe. This includes:

- Health Rules: Knowing that there are laws about things like alcohol, smoking, vaping, and drugs because of the harm they can do to growing bodies.
- Permission and Privacy: Learning that their body belongs to them and that they have the right to say "no" or ask for permission (this builds the foundation for understanding Consent).

Keeping Our Community Safe
As children grow older (Year 5 and 6), they will learn about more serious laws that help protect our community:

- Making Good Choices: Understanding the Age of Criminal Responsibility - the age at which the law says we are responsible for our own actions.
- Staying Away from Danger: Learning about the dangers of carrying weapons, joining gangs, or being tricked into doing things that are wrong (this includes Extremism and Grooming).
- Finding Help: Knowing that if they ever feel unsafe or see something wrong, they can always talk to a trusted adult at school or at home.

LGBTQ+ Content

The Academy focuses on healthy, loving relationships, which includes same-sex parents along with other family arrangements when discussing families. In line with statutory guidance, the Academy does not teach the contested concept of gender identity. All teaching is rooted in biological sex and scientific facts, ensuring that content remains age-appropriate, objective and politically neutral.

Religion and Belief

RSHE in the Academy will be delivered sensitively, taking account of the religious backgrounds of children and ensuring compliance with the Equality Act 2010, including recognising religion or belief as a protected characteristic.

Children with SEND

The Academy will develop and deliver RSHE in a way that is accessible for children with SEND and will support them to prepare for adulthood, in line with the SEND Code of Practice (0 to 25 years).

The Academy will recognise that children with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other related risks. RSHE will therefore be particularly important for these children, including those with social, emotional and mental health needs or learning disabilities and teaching will be planned to provide appropriate support, safeguarding and opportunities to build understanding and confidence.

External Educators

At the Academy, we believe that most of the RHE curriculum is best discussed openly with adults who are known to and trusted by the children. However, visitors such as nurses or health workers, can greatly enhance the quality of the provision as long as they are used in addition to, not instead of teachers.

Care is taken to provide the visitor, well in advance of the visit, with a copy of the Academy's policies and planning. After gaining approval from the CEO/Deputy CEO for the visit, the organiser makes the visitor aware of the ethos of the Academy and the manner of delivery of the PSHEE and RHE curriculum; outside agencies must follow Academy policies and procedures.

The Academy will agree with the external visitor the procedures for confidentiality, ensuring that the visitor understands how safeguarding reports should be dealt with in line with the Academy's Child Protection Policy. The class teacher and/or support assistant will always be present for the delivery of any sessions by any external educator.

Responding to Questions

The Academy will ensure that teachers are supported to lead discussions and respond to questions in an age-appropriate and sensitive manner.

If a child asks a question that is deemed not age-appropriate or falls outside the curriculum scope, the teacher will acknowledge the question but may choose to address it individually or suggest the child speaks with a parent/carer or a trusted adult. The teacher will speak directly to the parent/carer to make them aware of the situation as well.

Any question that raises a safeguarding concern will be handled in accordance with the Academy's Child Protection Policy.

It is unlikely to be appropriate to deal with a child's explicit questions by dealing with it in front of the whole class. The teacher may deem it appropriate to discuss the child's concerns with them and/or with the parents/carers. Answers to the 'questions in a box' approach, which the Academy adopts, must only be given after very careful screening of the questions.

Transparency and Materials

All curriculum materials and resources used in the delivery of RSHE are available for parents/carers to view upon request.

The Academy will not use resources from external providers that are subject to commercial 'non-disclosure' clauses that would prevent parents/carers from seeing the materials.

Relationships Education Overview

Families and People Who Care For Me
Curriculum content:

- That families are important for children growing up safe and happy because they can provide love, security and stability.
- The characteristics of safe and happy family life, such as 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 the families of other children, 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 are at the heart of safe and happy families and are important for children's security as they grow up.
- That marriage and civil partnerships represent 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
Curriculum content:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, Kind Relationships
Curriculum content:

- How to pay attention to the needs and preferences of others, including in families and friendships. Children should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- Children should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.

- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness. Children should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- 11.How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online Safety and Awareness

Curriculum content:

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online and strategies for resisting peer pressure.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child and that this can lead to dangerous situations. How to recognise harmful content or harmful contact and how to report this.
- That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- Online risks, including that any material provided online might be circulated and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- That the internet contains a lot of content that can be inappropriate and upsetting for children and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- The concept of privacy and its implications 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 contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Health education will start with the benefits and importance of physical activity, good nutrition and sufficient sleep, and support children to develop emotional awareness. The Academy will emphasise the relationships between physical health and mental wellbeing and the benefits of physical activity and time spent outdoors. Care will be taken to avoid exposing children to concepts which are not appropriate for them.

General Wellbeing

Curriculum content:

- About the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness.
- About simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- About the range and scale of emotions that they might experience in different situations.
- That worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- How to judge whether what they are feeling, and how they are behaving, is appropriate and proportionate.
- That isolation and loneliness can affect children, and the benefits of seeking support.
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- That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
- Where and how to seek support, including recognising the triggers for seeking support, extending to who 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.
- That it is common to experience mental ill health and early support can help.

Wellbeing Online

Curriculum content:

- That for almost everyone the internet is an integral part of life. Children should be supported to think about positive and negative aspects of the internet.
- Children should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
- The benefits of limiting 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 impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
- That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and know how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and consent.
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness
Curriculum content:
- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
- 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
Curriculum content:
- What constitutes a healthy diet (including understanding calories and other nutritional content).
- Understanding the importance of a healthy relationship with food.
- 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, Tobacco and Vaping
Curriculum content:
- The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health Protection and Prevention
Curriculum content:
- 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 health, the amount of sleep recommended for their age and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth and regular checkups 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 scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to children.

Personal Safety
Curriculum content:
- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
- How to recognise risk and keep safe around roads, railways, including level crossings and water, including the water safety code.

Basic First Aid
Curriculum content:
- How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
- Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing Bodies
Curriculum content:

- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle and puberty should be discussed as a stage in this process.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Children should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

For clarity, teaching about the changes experienced during puberty is part of the National Curriculum for Science and statutory teaching in Health Education and all children **must** therefore be able to access this learning; this learning can then be built upon in the sex education curriculum should a school choose to delivery this as part of the PSHEE curriculum.

The 2014 National Curriculum is clear that teaching about puberty is an integral part of the Programme of Study for Science at Key Stage 2, stipulating that it is a statutory requirement that:

"Pupils should be taught to describe the changes as humans develop to old age."

This **must** include teaching about puberty, which is a principle change for humans as they develop and grow older. This is supported by the guidance for the Programme of Study for Science, which states:

"Pupils should draw a timeline to indicate the stages in the growth and development of humans. They should learn about the changes experienced in puberty."

Schools have the flexibility to choose when to teach about puberty as the National Curriculum clearly states that subjects can be taught earlier than the recommended school years set out in the framework. A high-quality science curriculum including learning about puberty will ensure that children get the learning they need and children must be exposed to teaching about puberty before onset. To ensure this requirement is met, the curriculum is formally sequenced to introduce puberty across Year 4 and Year 5. Parental right to withdraw children from this part of the curriculum does not fall within this remit.

Withdrawal

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

Any parent/carer wishing to withdraw their child must submit a request in writing to the CEO. The CEO/appointed member of staff will then discuss the request with the parent/carer to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

Children who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

Parents/carers will not have the right to withdraw their children from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Confidentiality

The Academy will aim to provide a safe and supportive school community where children feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the Academy's Child Protection Policy should be followed.

Children will be informed prior to delivery of RHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the children will be informed of the procedure. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the Academy's Disciplinary Policy and Procedure.

Monitoring and Review
The PSHEE Lead is responsible for monitoring the quality of teaching and learning for the subjects.

The PSHEE Lead will conduct subject assessments on a termly basis, which will include:

- Self-evaluations
- Lesson observations
- Learning walks
- Work scrutiny.

This Policy will be reviewed on a biannual basis or considering any changes to statutory guidance, feedback from parents, staff or children, and issues in the Academy or local area that may need addressing.

The next scheduled review date for this Policy is July 2028.