

Crowan Primary School – Relationships & Sex Education (RSE) Policy



Ratified by the Governing Body on –

Next review date: Spring 2023

**this policy to be reviewed every 2 years*

This policy can be downloaded from the school website or a paper copy requested free of charge from the school office.

If you require this policy in a different format please contact the school via the school secretary. (secretary@crowan.cornwall.sch.uk)

A Frequently Asked Question (FAQ) sheet is also available.

Consultation: *parents/carers were consulted before the ratification of this policy to help to ensure the contents were understood and reflected the needs of the school community.*

This policy is a working document which provides guidance and information on all aspects of PSHE in the school for staff, parents/carers and governors.

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1) Policy content and rationale:

The Relationships Education, Relationships & Sex Education (RSE), and Health Education (England) Regulations 2019 have made the teaching of **Relationship Education** and **Health Education** compulsory in all primary schools whereas **sex education** has remained non-compulsory and, therefore, a decision for individual schools to take as to whether to teach aspects that go beyond the statutory content of Relationships Education, Health Education and the National Curriculum.

Crowan Primary School has determined to teach some aspects of sex education to pupils in Year 6, to best support the emotional and physical development of these pupils as they prepare for the transition to secondary school.

'It is important that the transition phase before moving to secondary school supports pupils' 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 pupils. 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.' P23 Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2019)

Relationships and Sex Education (RSE): **Crowan Primary School** has determined to supplement the CIOS-Brook programme for Relationships Education and Health Education with lessons from the Christopher Winter Project materials for pupils across key stages 1 and 2, which in Year 6 also includes elements of Relationship and Sex Education (RSE) covering conception, pregnancy and child-birth (see below).

Sex and Relationships Education (SRE) is part of the Personal, Social and Health Education (PSHE) curriculum in our school, however, since sex education is not a compulsory part of the school's PSHE curriculum, parents/carers have the legal right to withdraw their children from some, or all, aspects of the planned content of our sex education offer.

While we use RSE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

We do not use sex education as a means of promoting any form of sexual orientation.

2) Aims and objectives:

The Sex Education Forum defines RSE as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.' <https://www.sexeducationforum.org.uk/>

Aim: The aim of Crowan Primary School's RSE offer is to equip children with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and well-being:

- physical development, for example, how our reproductive systems work
- emotions, like how to manage feelings
- positive and negative influences from friends

We teach RSE in the context of the school's aims and values framework.

While RSE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school.

In particular, we teach sex education in the belief that:

- sex education should be taught in the context of marriage and family life
- sex education is part of a wider social, personal, spiritual and moral education process
- children should be taught to have respect for their own bodies
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity
- it is important to build positive relationships with others, involving trust and respect

We teach children about:

- the physical development of their bodies as they grow into adults
- the way humans reproduce
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship
- the importance of family life
- moral questions
- relationship issues
- respect for the views of other people
- sex abuse and what they should do if they are worried about any sexual matters

3) Legislation (statutory regulation and guidance):

The National Curriculum for science (Key Stages 1 & 2) is compulsory in primary schools and includes subject content in related areas, such as learning about 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.

Schools must also have 'due regard' to the Secretary of State's guidance on SRE (DfEE 2000) which states that:

- *All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes*
- *Children should learn how a baby is conceived and born before they leave primary school*

RSE as part of PSHE - Knowledge and understanding:

Our school PSHE curriculum, which includes RSE, also covers emotional health and well-being, drugs, healthy eating and physical activity, citizenship and safety. Learning in both RSE and PSHE should be linked to the curriculum in relevant subjects, such as Physical education, Computing and Religious Education.

Skills: There is a common set of skills underpinning the topics in SRE and PSHE and it is therefore essential and good practice that teaching and learning about sex and relationships is planned and implemented within this broader framework rather than as a stand-alone subject.

Values and attitudes: We believe that good quality RSE and PSHE promotes the core values of respect, love and care. It provides the opportunity for young people to reflect on their own attitudes and beliefs and those of their peers and others.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to the children what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and promote a learning environment where children feel that they can discuss issues confidently.

As part of their planned science lessons in both key stage 1 and key stage 2, the teachers will inform children about puberty and how babies are born. For this aspect of the school's teaching, we will follow the guidance material in the national curriculum scheme of work for science.

In key stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body.

Children learn to appreciate the differences between people and how to show respect for each other.

In key stage 2 we teach about life processes and the main stages of the human life-cycle in greater depth.

In Year 5 we place a particular emphasis on health education, as many children experience puberty at this age.

We liaise with the Local Health Authority about suitable teaching resources to use with our children during these lessons.

Our teachers will do their best to answer all questions with sensitivity and care.

By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

Primary schools are legally obliged to publish information in relation to each academic year, about the content of the school's curriculum for each subject, and this includes any teaching in Personal, Social and Health Education (PSHE), including Relationships & Sex Education (RSE).

- [See PSHE Policy and scheme of work](#)

How RSE relates to other curriculum requirements -

Every state-funded school must offer a curriculum which is 'balanced and broadly based' and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

[National Curriculum framework (DfE, 2013a) which relates to duties set out in the 2002 Education Act]

How RSE relates to other statutory duties that schools must fulfill -

Equality: The Equality Act 2010 covers the way the curriculum is delivered. Schools must ensure that issues are taught in a way so as not to discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Schools have a responsibility to ensure that education is accessible to all children, including those who are lesbian, gay, bisexual and transgender (LGBT).

Good sex education will foster good relations between pupils, tackle all types of prejudice - including homophobia - and promote understanding and respect.

'In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect...Schools should ensure that all teaching is sensitive and age appropriate in approach and content....and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.' DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education - 2019.

4) Religious Considerations:

In all schools the religious background of all pupils must be taken into account when planning the teaching of SRE. All schools can teach about different faith perspectives and those schools with a religious character may teach the distinctive faith perspective on relationships. A balanced debate should take place about such issues. **For example, the importance to Christians of a loving relationships, marriage and family life.**

'Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.' - DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019.

5) Involving parents and carers:

The government guidance on SRE (DfE 2019) emphasizes the importance of schools working in partnership with parents. Under current legislation schools should enable parents to exercise their right to withdraw their children from any primary school SRE taught outside National Curriculum science (Education Act 1996). However, *parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.*

The role of parents - **Crowan Primary School** is aware that the primary role in children's education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- inform parents about the school's PSHE and RSE policies and practices;
- answer any questions that parents may have about the PSHE and RSE education of their child.
- take seriously any issue that parents raise with teachers or governors about the policies or the arrangements for delivering, Relationship

Education, Relationship & Sex Education (RSE) and Health Education in the school.

- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their growing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school to the Year 6 pupils. If a parent wishes their child to be withdrawn from RSE lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school will always comply with the wishes of parents in this regard. If requested, the lesson materials can be made available for the parents to provide to their child at home.

Parents are invited to view the materials and resources used by the school for delivering Relationship Education, Relationship & Sex Education (RSE) and Health Education across the school, and to discuss any concerns they may have with their child's class teacher, the PSHE co-ordinator, Headteacher or member of the Local Governing Body.

Parents may also assist in the evaluation of the school's PSHE work by raising questions at the termly Parent Forum meetings.

6) Curriculum design

What we teach and when -

Relationships Education and Health Education need to start early in primary school so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe, and can report abuse and get help. Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens.

We believe that it is good to have Relationships Education and Health Education in every year at primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

The science national curriculum -

Primary schools must teach the National Curriculum for science, which includes pupils learning about parts of the body, growth, reproduction, life-cycles and ageing and the changes experienced in puberty.

Year 1 science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body'. Although not mentioned specifically, it is important that pupils are taught the names of the external genitalia and know the differences between boys and girls. This is important for safeguarding so that a child has the language to describe the private parts of their body and to seek help if they are abused.

Ofsted has raised concerns about primary schools failing to teach the correct names for sexual parts of the body. At [Crowan Primary School](#) we will always endeavour to use the anatomically correct terms for genital and sexual parts of the body.

Staff will always use respectful language which challenges sexism, homophobia and other forms of prejudice.

'SRE has a vital role in helping children develop a vocabulary they can use to communicate comfortably, respectfully and accurately about the human body, growing up, sex and relationships. This is only possible if adults teaching SRE are able to model use of this type of vocabulary.' [SRE Guidance 2014]

Scheme of work - At [Crowan Primary School](#) we have adopted the Christopher Winter Project 'Teaching SRE with Confidence in Primary Schools' scheme of work as recommended by the Health Promotion Unit and Cornwall Healthy Schools.

The materials form a comprehensive and inclusive resource presented as a spiral curriculum of lesson plans that combine a range of teaching styles and active learning techniques.

All of these lessons have a clear structure and are age-appropriate. They are designed to demonstrate a wide range of teaching methodologies to equip teachers with the skills to deliver excellent Relationships Education and Relationships & Sex Education (RSE).

The lesson plans have clear aims and learning outcomes with suggested additional activities and accompanying resources.

Starting with the overview of the curriculum, teachers will follow the schemes of work for Years 1- 6.

Each group has a set of 3 inter-connected lesson plans together with hyperlinked materials and whiteboard resources. All materials can be downloaded for printing as required.

Christopher Winter Project - Curriculum Overview:

Year 1 - 'Growing and caring for Ourselves'

Lesson 1: Keeping Clean

Lesson 2: Growing and Changing

Lesson 3: Families and Care

Year 2 - 'Differences'

Lesson 1: Differences - Boys and Girls

Lesson 2: Differences- Male and Female

Lesson 3: Naming the Body Parts

Year 3 - 'Valuing Difference and Keeping Safe'

Lesson 1: Differences - Male and Female

Lesson 2: Personal Space

Lesson 3: Family Differences

Year 4 - 'Growing Up'

Lesson 1: Growing and Changing

Lesson 2: Body Changes and Reproduction

Lesson 3: What is Puberty?

Year 5 - Puberty

Lesson 1: Talking about Puberty

Lesson 2: Male and Female Changes

Lesson 3: Puberty and Hygiene

Year 6 - Puberty and Reproduction

Lesson 1: Puberty and Reproduction

Lesson 2: Relationships and Reproduction

Lesson 3: Conception and Pregnancy

*The three dedicated Year 6 lessons (above) from the Christopher Winter Project resources constitute our school's Sex & Relationships Education offer and are, therefore, not a compulsory part of our PSHE curriculum: parents have the right to request that their child is withdrawn from some or all of these lessons.

The teaching staff have received training for the use of these resources from Cornwall Healthy Schools (latest update April 2018).

Additional materials and resources, for example, the 'Growing Up: A Guide to Puberty' DVD as recommended by the school nurse, will also be used where thought appropriate.

The National Healthy School Standard

Crowan Primary School participates in the National Healthy School Standard scheme, which promotes health education.

As participants in this scheme we:

- consult with parents on all matters of health education policy;
- provide appropriate training for teachers to teach relationships and sex education;
- listen to the views of the children in our school regarding RSE;
- look positively at any local initiatives that support us in providing the best RSE teaching programme that we can devise.

7) Teaching and learning in RSE:

Teaching Methods -

The RSE lessons from the Christopher Winters Project resources will be delivered to the individual year groups separately and will typically have the following structure:

- 1) Introduction
- 2) Learning outcomes
- 3) Group agreement
- 4) Warm-up
- 5) Main activity
- 6) Plenary to identify and assess learning

PSHE is mainly delivered by the class-teachers in mixed gendered groups with various kinds of active learning methods involving children's full participation.

Teachers will explain the knowledge and concepts needed and provide adequate opportunities for the children to practice and apply these so that they are embedded in the long-term memory and build towards a coherent understanding of each topic.

We provide opportunities for personal and social development through a variety of strategies:

- Individual, peer group, and collaborative group work
- Discussion and role-play
- Involvement in a range of problem-solving activities
- Preparation and presentation of tasks for different audiences
- Positive self-assessment
- Positive marking, with verbal or written comments

Through our general routines, in and out of the classroom, and the way in which individuals relate to each other, children are encouraged to form their own attitudes and values.

Lessons will be designed to be sensitive to a range of views but the school will ensure that pupils always have access to the learning they need in order to stay safe and healthy, and to know and protect their human rights through clear, impartial information.

The role of other members of the community - We encourage other members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme.

8) Entitlement and equality of opportunity:

Our RSE lessons in Year 6 should be accessible to every pupil in Year 6, in-line with the SPCMAT Equality Policy.

- [See SPCMAT Equality Policy](#)

Teaching will take into account the age, ability, readiness and cultural backgrounds of children and those with English as an Additional Language (EAL) to ensure that all can fully access our RSE education provision.

We will ensure that all pupils with SEND receive access to the RSE curriculum. This may be through differentiated learning opportunities and outcomes, the provision of 1:1 support, small group work, differentiated discussions or using specific guidance from outside agencies.

9) Safeguarding - safe and effective practice:

RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being [*Education and Inspections Act 2006 section 38*].

Updated government safeguarding guidance includes the need for staff to have awareness of Child Sexual Exploitation (CSE), peer on peer abuse (such as sexual violence, sexual harassment, upskirting, sexting and Female Genital Mutilation (FGM) among other types of abuse.

- [See Keeping Children Safe in Education, September 2020](#)

The teaching staff will establish clear 'ground rules' that are understood by all adults and pupils at the beginning of each session.

The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion, in which questions can be openly asked and answered, within the context of the RSE programme and with consideration to prior learning and readiness.

The teaching staff will further ensure a safe learning environment by encouraging and modelling an open and honest classroom culture which is underpinned by the co-operative values and fundamental British values.

Responding to Pupils' Questions -

Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours.

The teaching methods used will take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussions on a one-to-one basis or in small groups.

The teachers delivering the lessons will attempt to openly and factually answer the majority of questions asked of them by the pupils. However, they will explain in the ground-rules to the lessons that there may be questions that they are not able to answer since primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education or Health Education.

If necessary, teachers will ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. *(For instance: 'That is a really important question and I will answer that later/in the next session.')*

Teachers will promote accessibility to a question box where pupils who are not comfortable raising questions in an open setting may ask questions anonymously to be responded to at a later date.

- [See 'Brook guidance on creating a safe learning environment'](#)

Keeping children safe is at the heart of the school's PSHE curriculum.

Safeguarding issues are addressed with the children throughout the different lessons and topics that form our school's PSHE curriculum and in this respect the RSE curriculum plays an important role in preventive education.

Open discussion can lead to an increase in teachers recognising safeguarding concerns as well as pupils reporting/disclosing information. The staff will always act immediately and in the best interests of the child following the statutory

requirements of the DfE 'Keeping Children Safe in Education' the [SPCMAT Safeguarding and Child Protection Policy](#).

If a safeguarding issue arises, our staff will follow the school's safeguarding procedures and inform the Designated Safeguarding Lead ([Tamsin Lamberton](#)) or one of the Deputy DSLs ([Matthew Goad/Vicci Gillam](#)).

We will ensure that if pupils are identified as vulnerable, further support and advice from the SENCo or Senior Leadership Team will be sought and outside agencies may be consulted if deemed necessary.

Controversial and Sensitive Issues -

Members of staff are aware that views about some PSHE issues are varied. However while personal views are respected, all PSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The staff and Governing Body at [Crowan Primary School](#) regularly review their policies, procedures and training in relation to child protection and safeguarding issues. They have a duty to report and address issues relating to child protection, including Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and any concerns regarding terrorism, extremism and radicalization (the Prevent Duty).

Our PSHE curriculum enables children to gain a better understanding of what is healthy, age-appropriate and legal behavior. It provides the children with the knowledge and language to express concerns to trained and informed professionals who are equipped to respond effectively to their concerns and to manage any disclosure that may arise following PSHE lessons and activities.

Confidentiality:

Generally a child's confidentiality is maintained by the members of staff involved but if felt that the child is at risk, the named Designated Safeguarding Lead ([Mrs. Tamsin Lamberton](#)) or the deputising member of staff ([Mrs. Vicci Gillam](#)) must be informed

- [see SPCMAT Safeguarding and Child Protection Policy](#).

External contributors, including school nurses, will be informed about these rules and that whilst working in the school, they are bound by the school's [Confidentiality Policy](#).

*The teaching staff use the **Brook 'Sexual Behaviours Traffic Light Tool'** to help determine which behaviours reflect safe and healthy sexual development (Green), which have the potential to be outside of safe and healthy behavior (Amber), and which are outside safe and healthy behaviour (Red) according to a child's developmental age. All green, amber and red behaviours require some form of attention and response, though the level of intervention will vary.*

Work with external agencies:

When necessary, appropriate and suitably experienced and knowledgeable visitors from outside school are invited to contribute to the delivery of our PSHE curriculum.

[Crowan Primary School](#) provides opportunities for parents, the community and outside agencies to contribute to the personal and social development of its children through their active involvement in the life and philosophy of the school.

- [See School Visitors Policy](#)

There is a **code of practice** for using **visitors** to support the delivery of PSHE:

- * Visitors are invited into school because of the particular expertise or contribution they are able to make.
- * All input to PSHE lessons are part of a planned programme and organised and agreed with staff in advance.
- * All visitors are supervised/supported by a member of staff at all times.
- * The input of visitors is monitored and evaluated by staff and pupils with the information gained used to help with future planning.

Invited visitors can enhance the delivery of the PSHE curriculum by bringing in specialist knowledge and different ways to engage with the pupils. However, the school will always share their expectations around confidentiality with any invited visitor and ensure that they understand the school's safeguarding procedures beforehand.

The class-teacher will also be responsible for checking the credentials of people invited to work with the pupils and for ensuring that the teaching materials and delivery are in keeping with the school's ethos and policies.

- [See Visitor Approval Form, Visitor Check Questions and Visitors' Code of Conduct](#)

Confidentiality:

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection.

Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse.

If the teacher has concerns, they will raise these with the school's Designated Safeguarding Lead or deputy DSL and follow agreed child protection procedures

- see SPCMAT Safeguarding and Child Protection Policy

10) Monitoring:

The role of the Headteacher - It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our RSE Policy, and that the policy is implemented effectively.

It is also the head teacher's responsibility to ensure that members of staff are provided with appropriate training.

The Headteacher liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

The **Local Governing Body** monitors our RSE policy on an annual basis. The Local Governing Body will give consideration to any comments from pupils and parents about any aspect of the school's PSHE programme, including Relationships & Sex Education. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the Relationships & Sex Education Relationships (RSE) programme that we teach in our school.

7) Assessment:

Assessing Needs- As a first step towards the delivery of Relationship Education and Relationship and Sex Education (RSE) with a year group, teachers will carry out a basic needs assessment with their class in order to identify an appropriate curriculum for the group. This is particularly relevant in Years 5 & 6, where some children will have already started puberty and therefore may need some more targeted information to address specific issues.

For example, mind-maps may be used to establish what the children know before the lessons are taught, and what they wish to find out more about.

Teachers may also consider other issues such as: the balance of boys and girls in the class, ethnic origin and cultural values, literacy levels, learning styles, language skills and other special educational needs.

Assessing learning - Following delivery of the lessons teachers will assess the knowledge and understanding pupils have gained from the programme. Pupil self-evaluation may also be used to help inform the teacher's assessment.

Reporting to parents - Although there is no attainment target for any particular aspect of PSHE education, teachers will comment on each child's knowledge and understanding in relation to the scheme of work within their annual written report to parents.

Associated school policies:

- Personal, Social, Health and Economic Education (PSHE) Policy
- Behaviour and anti-Bullying Policy
- Curriculum Policy
- Drug and Alcohol Education (and substance misuse) Policy
- Foundation Stage Policy
- Healthy Schools Policy
- SPCMAT Safeguarding and Child Protection Policy
- SPCMAT Health & Safety Policy
- Tackling Extremism and Radicalisation Policy
- School Visitors Policy
- SPCMAT Equality Policy and school Equality Objectives
- Science Policy