Hedgewood School

Relationships and Health, Education Policy (RHE)

Date policy last reviewed: July 2026

Signed by:

_____ Co-Headteacher's Date: _____

_____ Chair of governors Date: _____

Last updated: September 2024

Contents

1. Statement of Intent
2. Introduction
3. Whole School Aims
4. RHE Curriculum Structure
5. Physical Health and Mental Wellbeing
6. Eating and Nutrition
7. Talk PANTS
8. Roles and Responsibilities
9. Safeguarding
10. Equality, Diversity and Inclusion
11. Managing Difficult Questions
12. Requests to Withdraw from Sex Education
13. Communication with Stakeholders
14. Related Policies and Documents
15. Monitoring, Review and Evaluation

1.Statement of intent

This policy sets out our commitment to deliver Relationships and Health Education (RHE) to all our pupils. It has been developed in consultation with our parents, our staff, and governors and is written with reference to the latest government guidance, including 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance (DfE, July 2025)' and 'Keeping children safe in education (DfE, September 2023, or latest version)'. Relationships and Health Education forms part of our overall commitment to safeguarding, and as such, this policy should be read in conjunction with the Child Protection & Safeguarding Policy as well as the other related policies and procedures listed at the end of this document.

As a Primary Special School, we are required to provide Relationships Education and Health Education for all pupils. While Sex Education is not compulsory in primary schools, we recommend teaching relevant aspects of sex education in Years 5 and/or 6, in line with content about conception and birth that forms part of the national curriculum for science. Parents have the right to request that their child be withdrawn from sex education, but there is no right to withdraw from Relationships Education or Health Education.

2. Introduction

As a special school we are committed to ensuring every pupil experiences learning from a platform of security, safety and enjoyment where relationships with staff are trusting and well established to ensure readiness for learning. Hedgewood School uses the National Autistic Society's SPELL framework to address its commitment to every autistic learner's journey to ensure wellbeing, develop independence and achieve positive outcomes. We are committed to the development of skills and learning which empower our young people to understand and develop knowledge of the world around them to keep themselves happy, healthy and safe. This policy document sets out the school's aims, principles and strategies for the Relationship and Health Education (RHE) for pupils at Hedgewood School.

Our Relationships and Health Education (RHE) curriculum is an integral part of the broader Personal, Social, Health and Education (PSHE) & Wellbeing programme, delivered through the Jigsaw and Connect PSHE frameworks. This approach ensures that RHE is embedded across all four curriculum phases and tailored to meet the diverse and complex needs of our pupils, the vast majority of whom have Autism and complex communication, sensory needs, and social interaction challenges.

3. Whole School Aims

Our RHE curriculum is deeply connected to Hedgewood's vision and values, which place children at the heart of all we do. The curriculum embodies our core ethos: **"be nice – work hard – be happy,"** by fostering kindness, respect, and resilience in pupils through carefully planned relationship and health education. It nurtures a positive, warm, and welcoming environment where pupils feel safe and supported to learn and grow.

By addressing pupils' communication, social, emotional, and independence needs, the curriculum strengthens the vital home-school partnership, ensuring families are engaged and supported in reinforcing learning. The curriculum's emphasis on safety, respect, and wellbeing directly contributes to pupils' happiness and readiness to learn, reflecting our commitment to creating a fun, engaging, and secure learning environment.

We believe that all pupils, regardless of their abilities or communication challenges, have the right to understand themselves, their relationships, and how to keep safe and healthy in an increasingly complex world. Our intent is to provide a curriculum that is accessible, relevant, and meaningful, enabling pupils to develop the knowledge, skills, and confidence to build positive relationships, understand their bodies and emotions, and navigate social and digital environments safely.

We will achieve this by:

- Deepening staff expertise to deliver subject-specific knowledge sensitively and effectively.
- Using precise assessment to tailor learning and identify next steps for every pupil.
- Encouraging pupils to develop communication, independence, and emotional regulation skills critical for lifelong wellbeing.
- Supporting pupils to write and communicate confidently about their feelings and relationships, contributing to broader literacy goals.

This vision ensures that our RHE curriculum not only meets statutory requirements but also prepares pupils for success beyond school, supporting their transition to secondary education and adult life.

4. RHE Curriculum Structure

RHE is delivered through a developmentally sequenced, autism-affirming and safeguarding-led curriculum. Learning is matched to pupils' developmental readiness rather than chronological age, ensuring all pupils can access statutory Relationships and Health Education meaningfully and safely.

Teaching begins with pupils' own bodies, emotions and daily routines, before progressing towards relationships, personal autonomy, health, digital safety, citizenship and preparation for adulthood. Learning is cumulative, revisited regularly, and designed to support generalisation across contexts.

Our PSHE curriculum meets the July 2025 DfE statutory requirements for Relationships and Health Education through a developmentally sequenced, autism-affirming PSHCE curriculum. Learning is matched to pupils' developmental readiness rather than chronological age, ensuring safeguarding, inclusion, and meaningful progression for all learners.

Relationships & Health Education (RHE) Statutory Compliance Grid – July 2025 DfE Guidance

DfE Statutory Area	Key Requirements (DfE 2025)	Hedgewood Curriculum Coverage	Developmental Delivery	Evidence & Assessment
Families & People Who Care for Me	Different family structures; supportive relationships; trusted adults	Identifying trusted adults, building rapport, preference assessments, understanding pupils Happiness indicators, PSHE Materials including CONNECT 6 ways to wellbeing, Jigsaw PSHE) Self-awareness, recognising similarities/differences, personalised Three houses interventions, DNA-V connect interventions.	All Phases	Observation, social and emotional PLP and annual review targets, Seesaw & B Squared, assessment evidence, Parent/carer comments,
Caring Friendships	Kindness, turn-taking, respect, managing conflict	Understanding pupils play schemas and supporting play through continuous provision and explicit adult modelling. Parallel play → cooperative work → restorative approaches. Positive reinforcement, explicit modelling through structured play and curriculum interventions build play skills. Curriculum enrichment and interventions create opportunities to revisit skills regularly through sports clubs, dance clubs, board game clubs, lego 'brick' club, Outdoor learning and playtime provision allows pupils to practise skills daily. Developing social understanding and explicit teaching of social rules through social stories, co-regulation strategies and targeted interventions e.g. ALERT Programme, social skills groups.	All Phases	Observation, social and emotional PLP and annual review targets and progress evidences through professional reports, work samples from seesaw learning journals, progress captures in annual review reports inc. SaLT and OT reports.
Respectful Relationships	Boundaries, consent, respect for difference, stereotypes	Talk PANTS, body boundaries, diversity education, building rapport, safe adults, people who help us, 5-point scale to support pupil understanding of social rules, boundaries. Connect DNA-V PSHE, social understanding materials	Phase 2 → Phase 3	Safeguarding logs, lesson evidence on seesaw learning Journeys. Progress is captured in annual review reports inc. SaLT and OT reports.

DfE Statutory Area	Key Requirements (DfE 2025)	Hedgewood Curriculum Coverage	Developmental Delivery	Evidence & Assessment
		such as Learning and emotions vocabualry, concept cartoons, personalised social stories for pupils to understand everybody is different, celebrating individuals and developing pupil understanding of themselves.		
Online Relationships	Online contact, safe behaviour, help-seeking	Online safety is taught, preparing pupils for risks they may face both online and offline. Teaching of online safety begins at the earliest point through careful supervision and support from teaching staff teaching key online safety skills. (e.g click/not click.). Explicit teaching to understanding rules when online, Online safety skills embedded into Personalised learning plan (PLP) targets, explicit modelling on online safety rules e.g. learning how to accept adult support with navigating online content, accepting adults saying “no” or accept when adults exit/close online content. Experiencing online safety threats in a controlled environment such as gaming club and individual IT lessons to support pupils to practise exploring technology safely with adult support and requesting help when using technology, Project EVOLVE: Contact & Conduct risks, curriculum materials modified and meaningful way. Specific assemblies focussed on online safety, Safer internet week, Bespoke Family IT support and parent/carer workshops focused on supporting online safety at home.	All Phases	Online safety outcomes, scenarios. Lesson evidence on seesaw learning Journeys. Gathering Pupil Voice through school council, assemblies, talking mats.

DfE Statutory Area	Key Requirements (DfE 2025)	Hedgewood Curriculum Coverage	Developmental Delivery	Evidence & Assessment
Being Safe	Body autonomy, private/public, reporting concerns	Personalised Learning Plan target related to Health and safety skills e.g. responding to Health and safety instructions “hold my hand”. Trusted adults, Explicit teaching of safety, Individual behaviour Risk assessments/PBS plans outline proactive strategies and skills teaching. Correct anatomical vocabulary; intimate care plans, Talk PANTS, body boundaries, Junior citizenship,	All phases	Safeguarding audits, pupil voice (talking mats.)
Physical Health & Mental Wellbeing	Exercise, sleep, hygiene, emotional regulation	PSHE Materials including CONNECT 6 ways to wellbeing, Jigsaw PSHE) Physical development promoted through P.E sports clubs, playtimes, outdoor learning, trim track, low level climbing, ALERT programme interventions, Zones of regulation, sensory circuits, gross motor development & 5 point scale. Specific support tailored to individual needs including supporting pupils interoception, regulation strategies, oral hygiene, personal hygiene routines, independence skills (dressing, eating.) Targeted sleep support for families via family services, Occupational therapy.	All phases	Social and Emotional PLP targets and progress review, annual review reports, Seesaw & B Squared, assessment PSHCE lesson evidence on seesaw learning Journeys.
Healthy Eating	Balanced diet, healthy choices	Health Ambassadors; safe-food expansion, Eating and Drinking therapeutic support, Sensory food groups, cooking and nutrition, Fruit/Vegetables of the week.	All phases	Occupational Therapy reports, Annual reviews detailing progress around sensory and physical needs. Food preference assessments, pupil case studies. Parent/carer comments, PSHCE lesson evidence on seesaw learning Journeys.
Changing & Growing	Life cycles, puberty (age-appropriate)	Science, PSHE *Changing Me* unit adapted for pupils and understanding the world.	Phase 1 → Phase 3	PSHE Curriculum targets and progress evidence in seesaw learning journeys, Personalised

DfE Statutory Area	Key Requirements (DfE 2025)	Hedgewood Curriculum Coverage	Developmental Delivery	Evidence & Assessment
		Personalised social stories and one to one interventions to support pupils understanding of body changes and puberty.		learning plans or targeted interventions
Puberty Education	Correct terms; physical & emotional changes	Introduced when developmentally appropriate. Personalised social stories and one to one interventions to support pupils understanding of body changes and puberty	Phase 2 / Phase 3	Lesson records, parental communication
Sex Education	Non-statutory primary content	Delivered only when appropriate on 1:1 specific intervention with Parent/carer consent.	Delivered only later when appropriate on 1:1 specific intervention.	Social stories, lesson records, parental communication
Equality & Inclusion	Protected characteristics; respect	Celebrating Difference; (SMSC –British Values /human values), anti-bullying week. Class of the week celebration for upholding school values " Be nice, work hard, Be Happy." Pupil have specific roles and responsibilities in the school community: school council, play buddies, eco warriors.	All phases	Classroom Displays, lesson observations, Celebration assemblies, Seesaw special moments. Antibullying records.
British Values	Democracy, rule of law, respect	Fundamental British values are taught explicitly and reinforced through assemblies, community projects and activities that celebrate diversity and democracy, See Hedgewood British Values (including Human Values.)	All phases	School council, daily routines, Pupil voice
Digital Literacy	Content, Contact, Conduct, Commerce	Project EVOLVE framework	Phase 2 → Phase 3	Online safety progress evidence in seesaw learning journeys, Personalised learning plans, feedback of targeted interventions.
Safeguarding	Early identification, clear reporting routes	Embedded across PSHCE & daily practice	All phases	DSL monitoring, staff training

Assessment and Progression

Progress in PSHCE is assessed through the Assess, Plan, Do, Review cycle, B Squared Early Steps and Progression Steps, Autism Progress and evidenced through Seesaw learning journals, Personalised learning Plan reviews, Annual

review reports inc. SALT and OT. Progress is demonstrated through increased independence, effective communication, safeguarding awareness and application of learning across contexts.

5. Physical Health and Mental Wellbeing:

We are committed to enabling pupils to make informed decisions about their own health and wellbeing, understand the links between physical and mental health, recognise when things are not right, and seek support when needed. This is part of the broader Relationships and Health Education (RHE) curriculum, which is integrated across all four curriculum phases.

Physical development

Physical development is promoted across the entire curriculum, including during out-of-school activities:

- **Weekly PE Sessions**: Pupils participate in weekly PE sessions, developing skills in Games, Athletics, Dance, Gymnastics, and Outdoor and Adventurous activities. These sessions focus on skills like rolling, running, jumping, climbing, throwing, and catching, while also developing balance, coordination, strength, flexibility, and control.
- **Gross Motor Skills Facilities**: Most pupils have opportunities to develop gross motor skills on the trim track, Occupational Therapy Swing room, and low-level climbing facilities**.** Planned activities and challenging provision in outdoor learning environments, including the adventure playground, promote the development of both fine and gross motor skills.
- **Swimming**: As part of the national curriculum, pupils pare given the opportunity to participate in swimming sessions for at least one half-term during their time in an Upper Key Stage 2 Class (either Year 5 or Year 6). These sessions provide opportunities to build confidence in the water, develop tolerance to swimming aids, and acquire both physical and swim-specific skills. The pool also offers a motivating and enjoyable environment for exploring water toys and promoting communication and social interaction. Pupils are further supported in consolidating their swimming skills through access to community and leisure facilities.
- **Sensory Integration and Emotional Wellbeing**: For some pupils, physical activities are taught to support their sensory regulation and emotional wellbeing. Individualised interventions are provided across the school to support sensory regulation, helping pupils achieve and maintain a calm, alert state ready for learning. The Alert Program and the occupational therapy equipment such as the swing are accessed by some pupils as part of their physical and sensory interventions, using swings to address strength, balance, coordination, vestibular (movement) input, and proprioceptive (deep pressure) input in a controlled and safe environment.
- **Fine Motor Development**: The development of fine motor skills is promoted across the curriculum, including through programs like "writing without tears".
- **Physiotherapy Support**: School staff collaborate our physiotherapist, who provide advice and support to ensure pupils have numerous opportunities throughout the school day to support their physical development as identified

in their EHC Plan. The physiotherapists support experienced staff to deliver programs for pupils.

- **Application of Skills and Community Engagement**: Physical skills are taught across various environments, enabling pupils to consolidate their learning and transfer skills. Some children are provided with opportunities to apply these skills within community and leisure facilities, broadening their opportunities and positively impacting their physical and mental health and well-being.
- **Home-School Connection**: Parents are encouraged to share information and photos of physical activities at home via the SEESAW app, which are celebrated in school and provide evidence of pupils applying their physical development skills across environments.
- **Sporting Events**: Pupils participate in sports week celebrations and special community events such as Panathlon, danceathons, Sport relief walks, Discos, Dance workshops and Multiskills events throughout the school year.

6. Eating and Nutrition

We recognise the difficulties our pupils may face when trying to establish a varied, healthy diet. Pupils often have preferences for particular taste, textures and colours which makes it challenging to try foods outside of their preference range. We understand that the parents work hard to ensure their children are eating and hydrated throughout the day and we would like to support our families by taking a strong stance on healthy eating by being positive role models and ‘ambassadors for ‘healthy eating’ for all pupils.

Our aim is to provide healthy snacks and water to all pupils as a common daily practice. Through gentle exposure, play, and unrestricted access to fruits and vegetables, we aim to encourage pupils to experiment with new foods. We ensure that, with the support of the whole school and staff, healthier food and drink options are provided at all times of the day reflecting the key nutrition and healthy eating messages in the curriculum. Staff demonstrate positive attitudes to healthy eating so that pupils’ awareness and understanding of how to make healthy food and lifestyle choices are developed.

Factors impacting a pupil’s relationship with food include texture, taste, brand, who serves it, and the setting, often due to biological or cognitive differences associated with Autism. Pupils are noted to have a stronger "disgust response" to foods, which should be respected. To increase food variety, the strategy is to start with a known favourite and branch out one step at a time (e.g., from a strawberry munch bunch to a strawberry frube) by changing the brand, package, flavour, or shape. This systematic approach aims to increase flexibility in thinking, expand the range of safe foods, provide backup options, allow for food generalization, and avoid sensory-specific satiety.

Specific considerations and strategies regarding eating behaviours include:

"Don’t restrict a child that already has a restricted diet," as pupils can move onto healthier options with support. E.g. sensory food groups,

Allowing "Safe Foods": Pupils tend to eat foods that feel 'safe' to them, whether it's a particular brand of biscuit or food cooked to a specific texture for extra crunch. The most important thing is that pupils are consuming enough calories to support their physical development. The approach is to establish a good quantity of safe foods per meal while simultaneously working on expanding the range of safe foods.

Addressing Sensory Sensitivities:

-Hyposensitivity: Pupils with hyposensitivity may need a lot of sensory input while eating, gravitating towards sharp, spicy, or tangy tastes. They might also mouth inedible items or fill their whole mouth with food to stimulate their senses.

-Hypersensitivity: Conversely, pupils with hypersensitivity are very sensitive to strong tastes and smells and can often be upset around mealtimes and food. They tend to gravitate towards bland and predictable food.

Reducing Anxiety and Increasing Sensory Tolerances:

-Awareness of sensory overload at lunchtimes is crucial, and different eating arrangements to support pupils are tried to find what works best for the pupil, as sensory overload can reduce food intake.

-Strategies and sensory safe spaces are used to make pupils comfortable eating areas with appropriate seating and adaptive cutlery where necessary

-Desensitisation to foods is done through gentle, graded exposure, for example, through messy play and sensory food groups.

-**Regular eating schedules** are encouraged to help develop appetite awareness, and grazing throughout the day is permitted.

-**Expanding Food Range through sensory food groups**: When trying new foods, it's advised **not to try** foods that are too far out of the pupil's comfort zone.

7. Talk PANTS

We are committed to safeguarding and supporting the well-being of its pupils. As part of this ongoing commitment, the school incorporates the NSPCC’s ‘Talk PANTS’ resources into its PSHE topic focus. This initiative is designed to help children understand the importance of their bodies, privacy, and personal boundaries in a safe and age-appropriate manner. As part of encouraging safety awareness and discussion about avoiding harm to others, including private and public appropriate behaviours.

The ‘Talk PANTS’ acronym stands for:

- **P**rivacy: Your body belongs to you.
- **A**sk: If you're unsure, ask a trusted adult.
- **N**ever: Never share your personal information with strangers.
- **T**ell: You can tell someone if you feel uncomfortable.
- **S**afe: What's safe and what's not.

The school aims to create an environment where pupils feel comfortable discussing their feelings and boundaries. Hedgewood utilises engaging activities created by the NSPCC to reinforce these concepts without using 'scary words' or mentioning topics that may be inappropriate for pupils' age or stage of understanding.

In these sessions, we focus on:

- **Understanding Personal Boundaries**: Helping children recognise their own boundaries and the importance of respecting others' boundaries.
- **Building Trusting Relationships**: Encouraging open communication with trusted adults, ensuring that children know they have someone to turn to if they ever feel uneasy.
- **Creating a Safe Space**: Fostering an atmosphere where pupils feel safe to express themselves and ask questions.

The language used is supportive and approaches these topics sensitively. Parents are provided with resources to continue these conversations at home, reinforcing the messages learned in school.

The NSPCC Pants Rule is integrated as appropriate within the "Being safe" focus area across all three of Hedgewood School's curriculum pathways:

Further information for parents about the NSPCC's 'Talk PANTS' initiative is available via the NSPCC website.

8. Roles & Responsibilities

We will ensure that all staff understand and support the purpose and aims of the RHE policy and that they are aware of their professional roles and responsibilities as determined by current legislation. Any resources, materials or external agencies used to deliver aspects of the RHE programme will operate within the context of the school's guidelines.

Regular safeguarding and wellbeing updates are delivered at staff training, along with a range of Autism-specialist training modules such as AET Autism and Anxiety, all help to ensure that staff understand how to best support Relationships and Health Education and wellbeing. Monitoring and evaluation of the training will help ensure best practice and positive outcomes for all pupils.

Bespoke staff training will reflect the specific needs of individual pupils in a class or curriculum pathway. Hedgewood operates a range of staff training and development opportunities.

The Senior Leadership Team will:

- Promote a culture of mutual respect, trust between pupils and staff and the fostering of a positive learning environment.
- Ensure that staff are able to access relevant training and that it is regularly updated as appropriate e.g. PSHE & wellbeing, Play, Communication, Positive Responses to Behaviour.
- Ensure that staff supporting pupils through challenging situations are themselves well supported via appropriate channels e.g. immediate and follow-up debriefs, access to Mental Health First Aiders, Employee Assistance Programme etc. – please refer to the Hedgewood Staff Mental Health and Wellbeing Policy for further details.

The Designated Safeguarding Lead (DSL) will:

- Ensure that Relationships and Health Education considerations are embedded within safeguarding and child protection practice, including environmental and social factors that form part of the provision's contextual safeguarding approach.
- Ensure that all staff understand their safeguarding duties in relation to Relationships and Health Education, recognising that sensitive topics can lead to increased safeguarding reports.
- Provide relevant advice and support to pupils and staff as required, including signposting to appropriate sources of further support e.g. GP, CAMHS or other healthcare professional.

All staff will:

- Treat everyone with dignity and respect.
- Understand their safeguarding duties in relation to pupils' mental and physical health and wellbeing, and raise any concerns promptly with the DSL or other members of the safeguarding team.
- Staff will act immediately on welfare concerns and follow safeguarding procedures, never promising 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.
- Adhere to this policy and any related policies and procedures.

All pupils will:

- Be encouraged to treat themselves and others with dignity and respect.
- Engage in Relationships and Health Education curriculum-related topics and activities relevant to their age and stage.
- Be taught about the qualities of positive relationships and how they can keep themselves safe.
- Be informed of who to talk to if they have concerns (See child friendly -Child Protection and Safeguarding Policy for more details).
- Be encouraged to raise any concerns with staff.

9. Safeguarding

Discussions about sensitive topics in RHE can lead to increased safeguarding reports. All staff know what to do if they have concerns that a pupil is being

neglected or abused, including those who have seen, heard or experienced the effects of domestic abuse. We follow statutory safeguarding guidance, 'Keeping Children Safe in Education' (KCSIE), which provides a strong safeguarding framework. Staff will 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. Staff are aware of mandatory reporting duties, including relating to FGM, and that virginity testing and hymenoplasty became illegal in 2022.

We also adhere to the new law which creates a legal requirement for anyone in regulated activity relating to children in England, including teachers, to report if they are made aware a child is being sexually abused.

Staff act immediately on welfare concerns, following school child protection policy and speaking to the Designated Safeguarding Lead (DSL) or deputy DSL. Personal information is handled with due care and appropriate confidentiality, meaning only those who need to be involved are included. When working with external agencies, we agree in advance how safeguarding concerns will be dealt with by the external visitor using our safeguarding leaflet.

10. Equality, Diversity and Inclusion

Hedgewood School is committed to complying with relevant requirements of the Equality Act 2010, including the Public Sector Equality Duty (PSED). Topics in RHE are taught in a way which does not discriminate against pupils or amount to harassment. Pupils will understand the importance of equality and respect. We teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families

Bullying or disrespectful language or behaviour is never appropriate.

Religion and Belief

RHE teaching will be sensitive to the religious background of pupils, complying with the Equality Act 2010 where religion or belief is a protected characteristic. We may teach about faith perspectives on RHE topics.

11. Managing Difficult Questions

Questions about topics that relate to sex education may arise. Care is taken to avoid exposing pupils to concepts that are not appropriate for them. Emphasis is placed on supporting the child, which may include speaking to their parents or a trusted adult, signposting to support services, specific resources where needed.

We recognise that children whose questions go unanswered might instead turn to inappropriate sources of information, including online. Teachers receive support and training in handling questions.

12. Request to withdraw from Sex Education.

Sex Education is not compulsory in primaries, and parents have the right to withdraw their children from sex education as part of RSHE, however pupils will be taught about puberty as part of the Science curriculum as appropriate to their developmental stages of growth and personal understanding.

We will always offer parents/Carer support in talking to their children about sex education and how to link this with what is being taught in school.

13. Communication with Stakeholders

Parents and Carers: We will provide regular opportunities for parents to engage with the RHE curriculum through the website, parent's evenings, parent coffee morning workshops, and access to resources via a Seesaw. This supports parents in understanding content and continuing conversations at home, in line with statutory guidance.

Staff: Ongoing professional development and training sessions deepen staff subject knowledge and pedagogical skills, including how to meet complex SEND needs within RHE. Collaborative planning ensures consistency and confidence in delivery across all curriculum pathways.

Governors: Detailed curriculum overviews and progress reports ensure governance teams are well informed and able to provide challenge and support aligned with statutory responsibilities.

External Agencies: Where specialist input is required, we carefully collaborate with external providers, ensuring content is appropriate, unbiased, and aligned with our curriculum aims.

14.Related Policies and Documents

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Staff Mental Health and Wellbeing Policy
- Equality Information and Objectives
- Behaviour & Anti Bullying Policy
- Online Safety Policy
- Intimate Care Policy
- PSHE & Wellbeing Curriculum Documentation

15. Monitoring, Review and Policy Evaluation

This policy will be reviewed at least annually by the governing body. The next scheduled review date for this policy is June 2027.