



Hillcross Primary School

# Relationship, Sex and Health Education Policy

## **Mission, Vision and Culture**

At Hillcross we enable our children to think differently, aim high and achieve.

Through our school culture of high aspiration, embracing challenge, collaboration, shared responsibility and respect for each other, we aim for Hillcross to be the number one school of choice for the local community. Our outstanding practice in all we do alongside our dynamic and ambitious curriculum provides all our children with rich opportunities and experiences for high quality learning and wider personal development.

## **Introduction**

This policy has been developed to ensure that staff and families are clear about the statutory requirements regarding Relationship, Sex and Health Education (RSHE), and so that all children receive their educational entitlement. Through the implementation of this policy, the school will meet specific aspects of the legal and statutory requirements including those set out in the 'Relationships and Sex Education, and Health Education (England) Regulations 2019 which are made under sections 34 and 35 of the Children and Social Work Act 2017'.

Relationship, Sex and Health Education (RSHE) is learning about the emotional, social and physical aspects of growing up, keeping safe, relationships, human sexuality, families, health, puberty and conception. Every child is entitled to receive Relationship, Sex and Health Education (RSHE).

RSHE needs to start at the very beginning of 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. Many children start puberty before they leave primary school and so it is important that all pupils know what to expect before it happens in order to minimise potential anxiety and upset. As detailed in the Department for Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*, 'teaching about mental well-being is central to these subjects [RSHE], especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely.' As such, it is our intention that all children have the opportunity to experience a programme of Relationship, Sex and Health Education at a level which is appropriate for their age and physical development with differentiated provision if required.

RSHE at Hillcross is mostly taught within the PSHE curriculum but it is also linked to other curriculum such as science. The purpose of RSHE is to support children and young people to develop self-confidence in preparing for the physical and emotional changes they will experience as they move into adulthood. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not solely take place through the taught curriculum, but through all aspects of school life. Children will often ask questions outside of lessons in order to make sense of their learning. Therefore, it is important then that all staff take responsibility for understanding and implementing this policy and the RSHE curriculum.

At Hillcross we believe that the teaching of RSHE should be shared with parents and be mutually supportive and complementary. Our RSHE curriculum is available for parents to see, we run workshops for parents annually and we keep parents informed about when planned lessons will take place. This ensures that advice and support is available to parents so that they can talk to and support their children outside of school.



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### Aims

Taking account of the age, maturity and needs of the children, our Sex and Relationships Education aims to:

- Develop skills to make and maintain positive relationships.
- Enable children to name parts of the body and describe how their bodies work
- Prepare and educate children for the physical and emotional changes they undergo at puberty
- Enable children to understand the importance of health and hygiene
- Provide an understanding of reproduction and the life cycle
- Develop children's skills to cope with the influences of their peers and the media
- To dispel myths, misinformation.
- Protect, safeguard and promote the wellbeing of all children, including empowering children to protect themselves and to know where to go for help and support.

It also helps children to:

- Develop positive attitudes and values and respect differences in opinion
- Help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy
- Develop children's ability to use communication skills and to develop assertiveness skills
- Prepare children for taking responsibility for their own actions
- Challenge and prevent prejudice
- Provide children with the confidence to be participating members of society and to value themselves and others

### Curriculum Planning

The delivery of an SRE curriculum fulfils the statutory duty all schools have to meet as per *Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers* (2019). At Hillcross Primary School, our SRE teaching is delivered through the use of the *Christopher Winter Project* 'Confidence in Primary Schools'. The teaching of RSHE is embedded within the school's PSHE curriculum and taught explicitly according to the PSHE Progression of Skills grid. It is also supported by inviting experts into school to teach about Female Genital Mutilation (FGM) and about how to protect themselves against peer on peer abuse (Year 6 children as part of preparation for the transition to secondary school).

At Hillcross, the coverage of the RSHE curriculum is as follows:

In the **Early Years Foundations Stage (EYFS)**, children learn about the concept of male and female and about how young animals grow and develop. They will also discuss how to keep themselves clean and healthy as well as when to recognise how to keep themselves safe by understanding appropriate body boundaries. During their time in the EYFS children will develop skills to form positive relationships and think about relationships with others. This will link to different types of families and how we should respect each other.



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<p style="text-align: center;"><b><u>Year 1</u></b></p> <ul style="list-style-type: none"> <li>• What is the role of the family?</li> <li>• How do we keep ourselves safe?</li> <li>• How can we show respect for all?</li> <li>• How do rules keep us and the environment safe?</li> <li>• Why can't people live without the internet?</li> <li>• Do our strengths determine the jobs we choose to do?</li> <li>• What does it mean to be healthy?</li> <li>• How am I similar and different?</li> <li>• How do I keep myself safe?</li> </ul> <p><b>Growing and Caring for Ourselves</b></p> <ul style="list-style-type: none"> <li>• Keeping Clean</li> <li>• Growing and Changing</li> <li>• Families and Care</li> </ul>	<p style="text-align: center;"><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>• What makes a good friend and when do I need to ask for help?</li> <li>• Which behaviours cause harm and how can we get help?</li> <li>• Can friends be different and think differently and still get along?</li> <li>• How can a community include different people and get along?</li> <li>• Is the internet our friend or foe? Why?</li> <li>• How can we pay for things we want?</li> <li>• What does healthy mean?</li> <li>• How do our bodies change and grow?</li> <li>• How can I keep myself safe in different situations and how should I respond in emergencies?</li> </ul> <p><b>Differences</b></p> <ul style="list-style-type: none"> <li>• Difference: Boys and Girls</li> <li>• Differences Male and Female</li> <li>• Naming Body Parts</li> </ul>	<p style="text-align: center;"><b><u>Year 3</u></b></p> <ul style="list-style-type: none"> <li>• How are families important?</li> <li>• What is the impact of hurtful behaviour?</li> <li>• How do I show respect to others?</li> <li>• What are our rights and responsibilities?</li> <li>• How can I access information online safely?</li> <li>• What achievements, interests and skills do I need to do my job?</li> <li>• How can I make healthy choices?</li> <li>• What can I do to manage setbacks?</li> <li>• How can I ensure I am safe in familiar and unfamiliar places?</li> </ul> <p><b>Valuing Difference and Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• Differences: Male and Female</li> <li>• Personal Space</li> <li>• Family Differences</li> </ul>
<p style="text-align: center;"><b><u>Year 4</u></b></p> <ul style="list-style-type: none"> <li>• How can we build healthy relationships on and off-line and keep ourselves safe?</li> <li>• How do I respond to hurtful behaviours, know when to keep something confidential and identify possible risks?</li> <li>• How can our differences and similarities be discussed without causing upset?</li> <li>• How can being part of a community be beneficial to us</li> </ul>	<p style="text-align: center;"><b><u>Year 5</u></b></p> <ul style="list-style-type: none"> <li>• How can I maintain positive relationships?</li> <li>• Is physical contact always, sometimes or never acceptable?</li> <li>• How can we challenge discrimination?</li> <li>• What is my responsibility to support the environment?</li> <li>• What is the purpose of the media?</li> </ul>	<p style="text-align: center;"><b><u>Year 6</u></b></p> <ul style="list-style-type: none"> <li>• Why are rules important?</li> <li>• How do I stay safe in different situations?</li> <li>• How can I express my opinion and respect others' views respectfully?</li> <li>• How to deal with discrimination and stereotypes and challenge others respectfully?</li> </ul>



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<ul style="list-style-type: none"> <li>Is the internet our friend or foe? How is our data used?</li> <li>What should we spend our money on and what is the impact of our spending?</li> <li>What contributes to a balanced lifestyle including oral hygiene?</li> <li>What changes occur to me physically and mentally as I go through puberty?</li> <li>Are all drugs unsafe?</li> </ul> <p><b>Growing Up</b></p> <ul style="list-style-type: none"> <li>Talking about Puberty</li> <li>Male and Female Changes</li> <li>Puberty and Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>How can I achieve the career I desire?</li> <li>How can we maintain a healthy mind and body?</li> <li>What is puberty and how is it linked to reproduction?</li> <li>How can I keep myself safe?</li> </ul> <p><b>Puberty</b></p> <ul style="list-style-type: none"> <li>Growing and Changing</li> <li>What is Puberty?</li> <li>Puberty changes and Reproduction</li> </ul>	<ul style="list-style-type: none"> <li>How and why might images online be manipulated, altered, or faked?</li> <li>How can I make sensible choices about money?</li> <li>Where can you get support for mental illness?</li> <li>How can I make decisions to keep myself safe?</li> <li>What changes occur to our bodies to prepare us for reproduction?</li> <li>How do I keep my identity safe on and off-line?</li> </ul> <p><b>Puberty, Relationships and Reproduction</b></p> <ul style="list-style-type: none"> <li>Puberty and Reproduction</li> <li>Understanding Relationships</li> <li>Conception and Pregnancy</li> <li>Communication in Relationships</li> </ul>
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Specific Relationship and Sex (RSE) lessons are identified within the year group curriculum intent grids in yellow highlighting.

### **How and by whom will RSHE be taught?**

Our RSE lessons will be delivered in an age appropriate and sensitive manner and will always be delivered in the context of our school values: aspiration, challenge, collaboration, respect and responsibility. We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects. In order to facilitate this, class teachers deliver these sessions as they know their children best.

The teaching of RSE is normally taught in mixed gender groups, so that children learn to communicate with each other and develop an understanding of the changes the opposite sex experience and to build empathy for one another. Clear ground rules in class, and across the school, are essential when discussing sensitive subject matter and teaching RSHE. These are established in partnership with the class, then reinforced at the start of each relevant lesson.

As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it



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As a Thinking School, we actively encourage our children and staff to make use of the thinking tools when learning about sex and relationships in order to organise and record facts and ideas. These include the use of thinking tools such as: thinking maps, thinking hats, thinker's keys, Habits of Mind and Philosophy for Children (P4C). P4C is a great platform for children to express their opinions, challenge one another's ideas (in a respectful manner) and also provide a forum where it is acceptable to agree or disagree with what is being said. This is done within a safe and controlled environment which allows children to ask questions and take more risks than they would ordinarily.

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way. However, if staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as: distancing, the use of a question box, or making time to talk to a child individually will be used. Children may also be signposted back to parents/ carers (if the content is not deemed age appropriate) and in such instances, the teacher will contact the parents/carers to give a context to the conversations that have been held in class. Where needed, staff can support families on how best to answer and approach the concern or question at home. A questions box will be available for pupils to ask anonymous questions, if they so wish. Misconceptions and myths will be addressed.

If any questions or comments raise safeguarding concerns, teachers will refer these to a Designated Safeguarding Lead.

### **Differentiation**

At Hillcross Primary School we are committed to ensuring that the needs of all pupils are met and when thinking 'differentiation', we usually consider delivery method rather than by changes to content. SEND children will have access to the same topics as every other child but differentiated to cater for their:

- Cognitive ability
- Age and stage of life
- Maturity
- Experience
- Social understanding
- Interest and understanding

The mantra of, 'Supporting learners to... rather than protecting learners from' is one we adopt. This may mean adapting resources to enable access, additional teaching sessions to ensure that children with additional education needs fully understand the concepts in the RSHE curriculum or it may require additional support within lessons, working in a small group or individually. Learners with SEND might need more: time, overlearning, sensory engagement, real life examples, emphasis on life skills, transition time in and out, question opportunities after the lesson or to recap and connect with previous learning.

### **Assessment**

"It is important for pupils to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. Assessment increases pupils' motivation and improves learning, as their increased awareness of their own progress and development illustrates the value of their learning."

PSHE Association (2020)

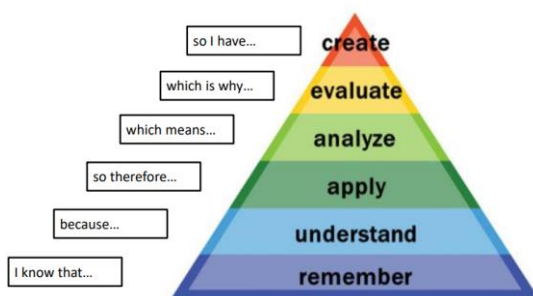
Staff will assess RSHE in creative ways such as: filming pupils speaking or completing group activities, capturing sound bites from class discussions, photocopying collaborative work for individual books, writing thought bubbles reflecting on what has been learnt, role play scenarios, writing a blog, creating a comic strip etc. Questioning is also used to assess RSHE throughout, and at the end of sessions, to gain a deeper understanding of what children have learnt, understood and applied. Higher order thinking is developed, and children are encouraged to develop



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answers in response to: why, how and what if questions. Using Blooms Taxonomy is a successful technique as it encourages children to develop their higher order questioning and thinking skills.

### Using Blooms taxonomy in RSE



Assessment must be meaningful, inform future planning and learning and must be built into all RSE lessons. When assessing, staff will consider the skills learnt (whether the learning objective and success criteria have been met), the children's attitudes as well as knowledge acquired.

### **RSE and safeguarding**

A comprehensive SRE curriculum is imperative in keeping children safe. In line with *Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers* (July 2018), grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, is addressed sensitively and clearly. In Year 5 we address the physical and emotional damage caused by female genital mutilation (FGM), where support is available and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, children are supported in recognising when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence and strategies to manage this or access support for oneself or others at risk. This will be done in an age appropriate manner and where it is deemed appropriate workshops will be run by specialists in this area in conjunction with school staff.

### **Diversity and Inclusion**

At Hillcross Primary School we pride ourselves on being an educationally inclusive school. We fully uphold our duty under the Equality Act 2010 to ensure that teaching is accessible to all children, including those who are and/or have family members or friends who are lesbian, gay, bisexual or transgender (LGBT). Inclusive SRE fosters good relations between children and tackles all types of prejudice – including homophobia – and promotes understanding and respect. This enables Hillcross Primary School to meet the requirements and live the intended spirit of the Equality Act 2010 and uphold the British Value of Individual Liberty.

All children – whatever their experience, background and identity – are entitled to a high quality RSHE curriculum that helps them build confidence, a positive sense of self and the knowledge they need to stay safe and healthy. All classes include pupils with different abilities and disabilities, experiences and backgrounds, gender and sexual identities. Staff ensure that content, approach and the use of inclusive language reflect the diversity of the school community and help each and every pupil to feel valued and included in the classroom.

### **Links to Spiritual, Moral, Social and Cultural Development including British Values**

All schools in England must show how well their children develop in the areas of Spiritual, Moral, Social and Cultural development (SMSC), which also encompasses the promotion of fundamental British Values. The Hillcross planning structure requires teachers to consider and make links to all aspects of SMSC throughout the curriculum and this applies to SRHE in varying ways according to the topics being taught.

### **The contribution of RSHE to other curriculum areas and the school community**



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RSHE forms part of our school Curriculum Intent to provide a broad and balanced education to all children. The RSHE curriculum is part of the Personal Social Health Education curriculum and is linked to the curriculum in relevant subjects such as: Science (human growth and reproduction); ICT/Computing (online safety); RE and History.

With regard to the wider school community, the teaching of RSHE contributes to:

- Safeguarding children
- Helping children keep themselves safe from harm both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice.
- Promoting their emotional wellbeing and improving their ability to achieve in school
- Creating a positive ethos and environment for learning
- Promoting a better understanding of diversity and inclusion, a reduction bullying and gender-based and homophobic prejudice and a deeper understanding of what positive relationships look like.

### **Roles and responsibilities**

#### **The governing body**

The governing body will ratify this policy at Full Governing Body meetings, annually.

#### **The Senior Leadership Team (SLT)**

The Senior Leadership Team is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to remove pupils from non-statutory components of RSHE. They are also responsible for ensuring that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The PSHE Lead monitors and reviews the RSHE Curriculum Intent and Implementation and updates this policy annually and reports to governors on the effectiveness of the policy. Monitoring and evaluation enables us to:

- Identify strengths
- Identify areas for development and take appropriate actions
- Ensure consistency in continuity and progression
- Provide appropriate support and resources
- Ensure needs of children are being met
- Share good practice

#### **Staff are responsible for:**

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Responding to the needs of individual pupils
- Liaising with parents
- Responding appropriately to pupils whose parents wish them to be removed from the non-statutory components of RSE
- Assessing the progress of children within the curriculum

#### **Parents**

At Hillcross Primary School we are aware that the primary role in children's RSHE lies with parents and carers. This is summarised in the Department for Education, *Relationships Education, Relationships and Sex Education (RSE) and*





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*Health Education – Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*, which states that ‘parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education’.

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

In promoting this objective, we:

- Inform parents about the school’s RSHE Policy and Curriculum via our school website and annual workshops.
- Inform parents when the Sex and Relationships element of the curriculum is being taught.
- Answer any questions that parents may have about the RSHE curriculum
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationships Education in the school.

### **Parents’ right to remove their children from lessons**

The RSHE curriculum consists of both statutory and non-statutory elements. As per the Department for Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*:

- Parents do have the right to remove their children from the non-statutory/non-science components of sex education within Relationships and Sex Education (RSE).
- Parents do not have the right to remove their children from statutory Relationships Education, Health Education or the science curriculum. It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Parents wanting to remove their children from the non-statutory/non-science components of sex education within RSE are, in the first instance, invited to speak to the class teacher or RSHE lead to share their concerns and to discuss the potential impact that removal may have on their child.

At Hillcross, we believe all children, irrespective of their religious denomination, have a right to receive all aspects of the RSHE curriculum and therefore strongly encourage parents to consider the detrimental effects that removal might have on their child. This could include the social and emotional effects of feeling excluded, as well as confusion caused by the likelihood of the excluded child hearing their peers’ version of the curriculum content, rather than what is actually covered. Furthermore, given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information to find out about the aspects of RSE being discussed by their peers or that they hear about in other forums.

It is important for parents to recognise that since many aspects of the RSE filter into other lessons either as part of our planned cross curricular approach to the curriculum, or incidentally through the comments and questions of other children, we cannot guarantee that appropriate references will not be made outside of planned lessons - once again this could cause confusion and a feeling of isolation for those children who have been removed from the elements of RSE lessons.

Most importantly, RSHE learning safeguards children from potential harm and also prepares them for the changes that they will experience, both physically (like the growth of pubic hair, menstruation etc.) and emotionally.





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If the parent still wishes to remove the child from the non-statutory/non-science components of sex education within RSE, requests for removal should be put in writing and addressed to the Headteacher. Records will be kept of all correspondence in relation to this process. Once a child has been removed, they cannot take part in the non-statutory/non-science components of sex education within RSE until the request for removal has been removed in writing. Alternative work will be given to pupils who are removed from Sex Education and that child will go to another class for the duration of the lesson.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

### **Confidentiality**

RSHE lessons are delivered 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, or indicates that they may have been a victim of abuse, this will be dealt with in line with our Safeguarding and Child Protection Policy.

The classroom is never a confidential place to talk and that remains true in sex and relationship education. At the beginning of RSHE lessons, children are reminded that lessons are not a place to discuss their personal experiences and issues – or to ask others to do so – through the establishment of ground rules set and agreed by the class.

If a pupil tells a member of staff something personal on a one-to-one basis outside of the classroom, staff let the child know that they may not be able to keep that information confidential. As such they explain they may need to get help or advice from a Designated Safeguarding Lead or Senior Leader. Children are always kept informed about how any information they have disclosed will be treated by the school and who will have access to it.

### **Specific Issues within RSHE**

#### **Language**

During all RSHE lessons, the correct terms for all body parts and functions will be used. For example, vagina and penis will be used rather than 'minnie' and 'willy'. Sex-related slang words will be clarified in a factual way and it is made clear to pupils which words are potentially offensive and that from this point onwards, it is expected that the correct terms will be used. This aims to prevent bullying of children for not knowing definitions and points out the offensive nature of some words.

#### **Challenging Bias**

The content of the RSHE curriculum may be perceived by some as controversial. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias when evaluating the source of their information.

#### **Answering Difficult Questions**

Both formal and informal RSHE Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

#### **Sexual Identity and Sexual Orientation**

Hillcross Primary believes that RSHE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively in line with our Anti-Bullying Policy.



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### **Pupils' Access to Help and Support**

At Hillcross we share and display information about external agencies that support the welfare of children, such as Childline, throughout the school and it is also available on our school website. If children or families have specific concerns, the School Nurse can offer confidential advice.

Girls who start their periods at school are given confidential advice and support by members of staff and where appropriate, are given the opportunity to keep a bag with sanitary towels or spare clothes in designated toilet so that they are able to maintain their privacy.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We are committed to treating all members of the school community fairly and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any member of the school community and it helps to promote equality and accessibility at our school. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and resources will be differentiated and adult support used to ensure that children access the curriculum and make the best possible progress.

### **Safeguarding Commitment**

The school is committed to safeguarding and promoting the welfare of children, in line with the most recent version of Keeping Children Safe in Education, and expects all staff and volunteers to share this commitment. We take seriously our duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is recognised as a specific safeguarding issue and is addressed in line with the Government Prevent Strategy and The Counter-Terrorism and Security Act 2015.

### **Privacy Policy**

Hillcross School is committed to ensuring protection of all personal information that we hold. We recognise our obligations under the GDPR and Data Protection act 2018. Our practice is documented in our Data Protection Policy.

### **Monitoring and Evaluation**

**Written:** October 2017

**Reviewed:** September 2020, July 2021, July 2022

**Date of next review:** April 2023