



Hartshill Academy

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Part of United Learning

Relationships, Sex and Health Education Policy

REVIEWED BY: Luke Wilkins

DATE REVIEWED: Autumn 2026

DATE OF NEXT REVIEW: Autumn 2027

Relationships, Sex and Health Education Policy

Policy Development, Consultation and Aims

Development of the Policy

This policy has been developed in consultation with pupils, parents and staff. It reflects the statutory requirements set out in the Department for Education (DfE) Relationships and Sex Education and Health Education (RSHE) Statutory Guidance 2025.

Consultation

Hartshill Academy consults with parents by:

- Publishing a clear consultation timetable at the start of the academic year and invite participation by email and the Arbor App.
- Offering at least one consultation session (virtual and in-person options) where leadership and the RSE lead present the curriculum intent, show sample materials and answer questions.
- Providing an online survey and response form with focused questions and space for free-text comments.
- Feeding back decisions and next steps to all parents within two weeks of the consultation closing, including any changes made in response and how concerns were addressed.
- Offering follow-up clinics or one-to-one meetings for parents with specific concerns.

Hartshill Academy consults with pupils through:

- Pupil Leadership Group reviews
- Anonymised online drop-boxes
- Pupil panel
- All-pupil questionnaires

Hartshill Academy consults with staff by:

- Setting a clear staff consultation window each term linked to curriculum review cycles and sharing lesson resources at least two weeks before staff meetings.
- Holding dedicated CPD and consultation sessions where teachers can review resources, signpost potential risks or barriers (including for SEND and faith sensitivities), and propose adaptations.
- Using a combination of structured questionnaires (to capture training needs/confidence) and small subject-team workshops for collaborative planning.
- Ensuring non-specialists have access to planning templates, vocabulary banks and subject knowledge materials.
- Recording agreed changes, CPD actions and resource requests and sharing with SLT, who (once agreed) will then share with staff.

Aims

This policy aims to:

- set out the school's approach to Relationships and Sex Education in line with the DfE statutory guidance (2025);
- promote pupils' physical, mental and emotional wellbeing through an age-appropriate, evidence-informed RSE curriculum;
- ensure pupils develop the knowledge, skills and attributes they need to build positive, safe and respectful relationships, including online;
- support safeguarding by teaching pupils to recognise risks, seek help and report concerns;
- ensure content is inclusive of all pupils and respectful of diversity while not presenting contested views as fact;
- promote transparency by explaining how parents can access curriculum materials, identifying which material constitutes sex education, and how withdrawal from sex education works;
- clarify how RSE is delivered, who is responsible and how teaching is monitored and reviewed.

Statutory Requirements

Hartshill Academy delivers Relationships and Sex Education (RSE) in line with the Department for Education's statutory guidance (updated July 2025, effective September 2026). RSE is a compulsory part of the curriculum, ensuring all pupils receive accurate, age-appropriate and inclusive teaching on relationships and sex. Provision addresses safeguarding priorities, including online risks, misogyny, violence against women and girls, harmful influences, and personal safety, while promoting mental health, resilience and respect for diversity. RSE is taught within a safe, supportive environment by trained staff, with clear communication to parents and carers, and is regularly reviewed.

Working with Parents

Hartshill Academy recognises the importance of parental involvement in their child's education; parents are a child's first and most enduring educators, providing the foundational learning, emotional support, and guidance that shape their development from birth.

It is vital that parents are confident in the content and messaging of the RSE their child receives.

Hartshill Academy will ensure that parents are consulted on RSE policy and have access to what their child will learn in RSE.

Overviews of content can be found on the RSHE page of the school website (include active website link), and the pupil-facing lesson content can be accessed on request by contacting enquiries@hartshillacademy.org.uk. Hartshill Academy will endeavour to respond to requests within 2 school days but if parents have immediate concerns, please contact your child's HART Coach directly.

Parental Right to Withdraw Children

Hartshill Academy acknowledges the right of parents to withdraw their child from some or all of the sex education provided (except from sex education taught under the science curriculum), but not from relationships education.

Parents wishing to discuss the withdrawal of their child from some or all of the sex education provided should contact your child's Head of Year outlining this request.

In considering such a request, Hartshill Academy will use the following process:

- The Principal will meet with the parent (and, if appropriate, the child) to ensure their wishes are understood and to clarify the nature and purpose of the curriculum and the content that will be covered.
- The Principal will discuss with the parent the benefits of the child receiving this important education and any detrimental effects that withdrawal might have on the child, including social or emotional effects of being excluded as well as the likelihood of the child hearing from their peers what was covered (and having that content channelled through a child's voice rather than a teacher's).
- The Principal will outline provision that will be made during lessons where the child has been withdrawn from sex education, which will be appropriate and purposeful.
- Once those discussions have taken place, except in exceptional circumstances (e.g. safeguarding concerns), Hartshill Academy will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

Definitions: Relationships Education

Relationships education is designed to help pupils build and maintain positive relationships while also recognising potential risks and harms. As part of this, teaching may cover issues such as preventing sexual abuse or avoiding the sharing of inappropriate material online, without the need to describe any sexual activity in detail.

In line with safeguarding best practice, pupils should also learn the correct names for different parts of the body and be able to use these terms confidently and accurately. These terms can be taught without any reference to, or details of, sexual activity.

Relationships education is compulsory, and parents do not have the right to withdraw their child from relationships education or health education.

Relationships education includes teaching about:

- families, including diverse family structures
- friendships and respectful relationships
- safe, caring and healthy relationships
- harmful relationships, sexual harassment and sexual violence
- boundaries, consent and communication
- online behaviour, digital safety, harmful online attitudes and image-sharing
- recognising and reporting unsafe behaviours

Relationships education does not describe the detail of sexual activity.

Definitions: Sex Education

Sex education is teaching about:

- sexual activity and sexual decision-making
- contraception and safer sex
- sexually transmitted infections (STIs)
- sexual health services
- intimate relationships and sexual consent in context

Curriculum Content and Organisation

The RSE curriculum is delivered through:

- HART lessons
- assemblies
- expert-led workshops
- cross-curricular links to Science, PE and Computing

Hartshill Academy uses RSE materials which are created by the central team of subject specialists at United Learning, and then adapted by our own teachers to meet the needs of our pupils. We also use external content from Life Lessons to deliver sessions to Year 10 and 11 pupils.

The majority of RSE lessons at Harsthill Academy are delivered by our own teaching staff. The central curriculum is accompanied by guidance and support, and more bespoke training is delivered when lessons cover especially complex or sensitive materials. All teachers receive annual safeguarding training.

Hartshill Academy uses external providers to supplement the curriculum at various points throughout the year. When external providers are invited to work with pupils, parents will be informed about the provider and the nature of the session by email and the Arbor App.

Parents can request to see all pupil-facing lesson materials by contacting enquiries@hartshillacademy.org.uk. Hartshill Academy will endeavour to respond to requests within 2 school days but if parents have immediate concerns, please contact your child's HART Coach directly.

The objectives that are covered in each year group are shown in the tables below.

2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 7	7.01 Valuing Myself and Others	7.02 Responsibilities and Values	7.03 Amplifying Voices	7.04 Making Safe Choices	7.05 Growing and Thriving	7.06 Health Futures
Yr 8	8.01 Building Perspectives	8.02 Everyday Safety	8.03 Changing Bodies	8.04 Water Safety	8.05 Responding to Risk	8.06 Intimate Relationships
Yr 9	9.01 Building Healthy Connections	9.02 Making Good Decision	9.03 Risks, Attitudes and Influences	9.04 Changing Relationships	9.05 First Give	9.06 Intimacy, Consent and Safe Sex
Yr 10	Wellbeing - Online , Body Image, Mental Health, Alcohol and Drugs	Careers – preparing for Work Experience	Relationships, consent, contraception and pregnancy	Community - School, Local, National, Global	Study Skills	Careers - Preparation for Work Experience
Yr 11	Careers and Wellbeing	Relationships, consent and online safety				

Year 7

7.01 – Valuing myself and others

Valuing Myself and Others, helps pupils to think about their place in their community, supporting them to settle into secondary school. It encourages them to think about how they can work well as a member of a team, and how they must learn to balance their own need to articulate emotions with the need to employ social skills and build relationships. They will learn about different viewpoints and what it means to have extreme viewpoints, which will support them as they find their place in a much larger and more diverse school community than they have experienced before. The work on relationship behaviours and risk-taking supports the increased independence that young people experience as they transition from Year 6 to year 7.

7.02 Responsibilities and Values

Responsibilities and Values, builds on the work on perspectives and differences that they have done in 7.01. They will review their own strengths, interests, skills, qualities and values and think about how to develop them, considering how these align with positive relationship behaviours. They will think about how their healthy choices impact upon them, learning about the responsibilities pertaining to vaccinations. They will learn about roles and responsibilities within families, and consider how their values affect their choices, boundaries and behaviours, focusing on finances and then different relationships

7.03 Amplifying Voices

Amplifying Voices, helps pupils to continue to think about the impact that they can have on their world. It begins by considering the relationship between the language we use and mental health stigma, moving on to looking at how we can use social media in a way that can enhance our lives. Analysing the portrayal of relationships in the media and the impact of the media on the way we view ourselves and others helps pupils to begin to think more critically about the role of the media in our formation of self-identity. This unit covers how to respond when things go wrong online. We continue to look at financial decision-making, thinking about the ethics of the finance industry and supporting pupils as they begin to develop a viewpoint on the social and environmental impacts of financial decisions.

7.04 Making Safe Choices

Making Safe Choices introduces pupils to the idea that the way people present themselves online can have positive and negative impacts on them. We teach strategies to manage pressure to share an image of themselves or others before considering how this relates to issues of consent and the law. Pupils are encouraged to think about managing personal safety in increasingly independent situations, including how to give first aid to themselves and others. Pupils will consider the safe choices they can make to set clear boundaries around aspects of life that they want to remain private.

7.05 Growing and Thriving

The content of this unit feels increasingly mature, with pupils learning about FGM and the reasons given for enacting it, despite its status as a criminal act. An understanding of consent is deepened through a consideration of it in relation to peer influence. Pupils learn about triggers for unhealthy coping behaviours, and strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing. The topics of gender and sexuality are introduced, with pupils learning the meaning of key language such as heterosexual, homosexual and bisexual. The emphasis in these sessions is the universal right to be treated with respect and dignity. Pupils are taught about

bullying and its impact, as well as skills and strategies to manage being targeted or witnessing others being bullied.

7.06 Health Futures

In this Healthy Futures unit, pupils are encouraged to take more responsibility for their health and success, both now and in the future. Pupils learn the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination, eating a balanced diet and maintaining personal hygiene. Pupils will learn that there are positive and negative ways that drugs are used and will learn about over-the-counter medications and antibiotics as well as alcohol, nicotine and other legal and illegal substances. Pupils will learn about the Misuse of Drugs Act 1971. Pupils will consider the role of employment in their future, learning about some different types and patterns of work, including employment, self-employment and voluntary work.

Year 8

8.01 Building Perspectives

Building Perspectives, helps pupils to recognise the importance of seeking a variety of perspectives on issues and learn to discuss and debate topical issues respectfully. Pupils learn about the impact of stereotyping, prejudice and discrimination on individuals and relationships, and develop strategies to build resilience to setbacks, as well as skills for maintaining good self esteem. Finally, pupils will think about the positive effects of goal setting, feedback and deadlines on productivity and outlook

8.02 Everyday Safety

This unit equips pupils with practical strategies to stay safe as they gain independence in social, travel and community settings. Pupils will explore how peer influence and pack mentality can affect decision-making and learn techniques to resist unsafe pressure. They will develop conflict de-escalation skills for both in-person and online situations, and practise planning safe journeys using public transport and ride-share services. The unit also covers essential safety knowledge, including road safety with a focus on e-bikes and e-scooters, recognising and responding to risks around dogs, and preventing accidents through fire and firework safety.

8.03 Changing Bodies

Changing Bodies, pupils build on their previous learning about puberty to explore in greater depth the physical, cognitive and emotional changes that occur in different bodies during adolescence. They will learn how these changes affect wellbeing and how to care for themselves and support others. The unit covers the role of hormones in male and female bodies, the purpose and function of bodily changes, and strategies for self-care, including managing sleep, reproductive health, and daily routines. Pupils will also consider how lifestyle choices, such as screen use and hygiene practices, can influence overall health and wellbeing.

8.04 Water Safety

This unit equips pupils with essential life-saving knowledge and practical skills for responding to water-related emergencies. They learn to recognise the signs of hypothermia and administer appropriate first aid, including removing wet clothing and applying gradual warming techniques. Pupils understand the importance of rescue breaths and how this differs from standard CPR protocols. The unit also explores post-rescue care, including monitoring a casualty and knowing when to escalate to emergency services. Pupils are introduced to key national and local water safety organisations such as the RNLI and RLSS, gaining insight into their roles in prevention, education and rescue. Emphasis is placed on personal safety, responsible decision-making near water, and knowing how and where to seek help in emergencies.

8.05 Responding to Risk

This unit explores the often-complex risks young people may face, both online and in their communities, including gang involvement, knife crime, criminal exploitation and unsafe relationships. Pupils learn how online platforms can be misused for grooming, sextortion and gambling-like activity, and extend their understanding of the laws that protect against forced marriage, FGM, virginity testing and hymenoplasty. They examine the influence of peer pressure and "pack mentality," develop strategies to resist or exit risky situations, and learn to distinguish genuine friendships from exploitative ones. The unit emphasises recognising warning signs, knowing where to seek help, and understanding that trusted adults and the police can provide support and guidance without assigning blame.

8.06 Intimate Relationships

Intimate Relationships, begins by emphasising the nature and importance of stable, long-term relationships for family life and bringing up children. Pupils' increasing maturity means that this is an appropriate time to teach about the value of delaying all kinds of sex, as well as explicitly teaching the legal age of consent. Pupils will learn about consent in the context of intimate relationships, including legal and moral implications, and will be given an overview of the risks of unprotected sex.

Year 9

9.01 Building Healthy Connections

This unit examines how misogyny, online cultures and harmful sexual behaviours affect young people's understanding of relationships. Pupils will explore the links between attraction, rejection, respect and consent, and why these are often absent in misogynistic relationships. They will learn strategies to challenge harmful attitudes, understand how online algorithms and media shape and manipulate gender stereotypes and sexual ethics, and consider the influence of extremist subcultures. The unit also covers risks such as sextortion, deepfakes, AI chatbots and unsolicited sexual language, while ensuring pupils know how to report concerns and seek support

9.02 Making Good Decision

Making Good Decisions, supports pupils to understand the links between lifestyle, mental health and wellbeing. Pupils explore how alcohol can affect mood, increase risks of dependence, and contribute to poor diet and weight gain, as well as learning to identify the warning signs of alcohol being used to self-medicate. They consider how online food trends can present unrealistic routines, comparing these with NHS guidelines, and use data to explore the impact of obesity on life expectancy. Pupils also learn about the benefits of regular exercise for stress reduction and wellbeing, and reflect on what a healthy lifestyle can look like for different people. Finally, the unit addresses the risks and legal consequences of substances such as spice, codeine and tobacco, and highlights the support available to make positive changes.

9.03 Risks, Attitudes and Influences

In this unit, pupils explore how digital and social influences can affect wellbeing, decision-making, and safety. They examine the impact of screen time, online gambling, and social media on mental health and body image. Pupils learn about the risks and consequences of substance use, including alcohol and drugs, and how peer pressure can influence behaviour. They develop strategies to stay safe in risky situations, including when intoxicated, and develop their repertoire of basic first aid skills. Finally, pupils investigate how exploitation can occur online and in person, and how to recognise and respond to harmful intentions.

9.04 Changing Relationships

Changing Relationships explores the ways relationships, including intimate relationships, can change and end. The unit begins by building upon 9.05, looking at unintended pregnancy and its potential consequences. Pupils consider the idea that loss and change in relationships are an important part of emotional development, and that seeking support during challenging times is important. Pupils will recognise that cultural and religious beliefs may influence how individuals experience and cope with change, separation, divorce and bereavement and build upon the work on identifying unhealthy coping behaviours

9.05 First Give

First Give is a UK charity and education programme that helps secondary school pupils become active citizens by learning about social issues and supporting local charities. [\[firstgive.co.uk\]](https://firstgive.co.uk)

The programme aims to inspire young people to:

- Understand social issues affecting their local community.
- Develop empathy, teamwork and leadership skills.
- Take practical social action.
- Learn about the role of charities and community organisations.
- Build confidence in public speaking and presentation skills.

9.06 - Intimacy, Consent and Safe Sex

Pupils explore intimacy and consent, including the legal age of consent for sexual activity, the implications of different types of intimacy, and how to gauge readiness for sexual activity. Pupils explore stereotypes and expectations of males and females in relationships, highlighting that behaviours like kindness, respect, mutual support and family responsibilities are expected of all, regardless of sex. Pupils learn that pornography can normalise extreme or risky sexual behaviour, and that AI-generated or deepfake sexual images are harmful and illegal. The unit deepens understanding of marriage and forced marriage, exploring risks and vulnerabilities for males and females, and emphasises how to identify trusted sources of help and protection. Pupils learn about sexual consent laws, harmful sexual behaviours, sexual harassment, coercive control, and the legal and health implications of behaviours such as strangulation. Pupils gain practical knowledge about contraception, safe sex practices and communication and negotiation skills to make informed, mutually agreed-upon decisions about intimacy and sexual activity. This includes STI awareness, HIV and HIV prevention (PrEP and PEP), STI testing and treatment, addressing stigma, and the impact of alcohol and drugs on sexual decision-making. The unit also ensures pupils understand how to seek support if they or someone else experiences abusive sexual behaviour, and where to access sexual health advice and medical care.

Year 10

10.1 Wellbeing - Online, Body Image, Mental Health, Alcohol and Drugs In this unit pupils learn about mental wellbeing, healthy and unhealthy coping strategies, managing emotions, seeking support, healthy lifestyles, body image, media influence, online harms, peer pressure, drugs and alcohol, smoking and vaping, addiction, risk reduction, and accessing support services. It also develops pupils' understanding of influence, manipulation, and staying safe within their communities.
10.2 Careers – preparing for Work Experience This is a careers unit introduces information about the labour market, preparing for post 16 and work experience.
10.3 Relationships, consent, contraception and pregnancy Pupils further explore the nature of healthy family and romantic relationships, including the legal significance of marriage and civil partnerships, the differences between marriage and cohabitation, reasons people choose to marry, and the impact of divorce. They learn about parenting and family life, including the responsibilities of raising children, factors that support successful parenting, reproductive choices such as adoption, IVF and surrogacy, and the social and personal implications of becoming a parent. The unit also develops skills for managing family conflict, understanding different values and perspectives across generations, communicating respectfully, negotiating compromise, and maintaining positive family relationships. In addition, pupils learn about important safeguarding issues including forced marriage, child, early and forced marriage (CEFM), honour-based abuse and violence. Pupils develop work in earlier years on consent, recognising unsafe relationships, and accessing appropriate support.
10.4 Community - School, Local, National, Global This unit helps pupils to understand and value diversity, challenge prejudice, discrimination and stereotypes, and recognise the importance of treating others with respect. Through exploring gender stereotypes, pupils develop an understanding of how societal and media expectations can influence attitudes, behaviour and relationships, while promoting equality and inclusion. Pupil learn to identify the characteristics of healthy relationships, including respect, trust, honesty, kindness, equality and consent, and to understand how positive relationships contribute to wellbeing and how unhealthy attitudes and behaviours can negatively affect individuals and communities.
10.5 Study Skills In preparation for Summer Exams
10.6 Careers -Preparation for Work Experience

Year 11

11.1 Careers and Wellbeing This is a careers unit develops understanding of the labour market information, builds on Year 10 work experience and prepares for applications for post 16. Pupils also cover work in preparation for strong study habits and exam preparation
11.2 Relationships, consent and online safety In this unit pupils cover understanding pornography, understanding consent and intimacy, sexual health preventing and treating stis, navigating conflict in relationships, taking others perspectives and changing relationships?

Teaching and Learning

RSE at Hartshill Academy is delivered in a way that:

- is appropriate to age and stage
- is scientifically factual, objective and legally accurate
- equips pupils with communication and decision-making skills
- encourages open discussion while setting safe boundaries
- promotes respect, inclusivity and safeguarding
- avoids teaching contested views as fact
- maintains balance and impartiality

Staff will:

- use ground rules
- prepare pupils ahead of time where appropriate
- signpost pupils to support
- manage disclosures in line with safeguarding procedures
- balance the need for accuracy with sensitivity

Responding to Questions

Pupils may ask questions that are outside of the scope of the lesson or what is appropriate for a member of staff to discuss with them. This may be due to the fact that the child in question has been withdrawn from the sex education element of the subject. Nonetheless, children's curiosity makes it unlikely that an unsatisfied request for information will end there, and it is highly likely that they will seek alternative sources. These are likely to be less reliable and even unsafe.

If a pupil asks a question that a member of staff cannot answer, the following steps will be followed:

- The member of staff will discreetly and sensitively reassure the pupil that it is normal to be curious and explain to the pupil why they are unable to answer the question. They may ask the pupil whether this is something they would feel able to ask a parent about, or signpost to specialist services if appropriate.
- The member of staff will follow safeguarding policies and procedures as appropriate, but even if the question posed does not constitute a safeguarding concern, the RSHE lead and/or the SLT line manager for RSHE will be informed on the same day.
- Leaders will consider the likelihood of the pupil seeking answers to their question/s elsewhere and the possible implications of this. They may consider it appropriate to contact parents to discuss how to best support and guide the pupil.

Inclusivity and Accessibility

Pupils with SEND

All pupils, including those with SEND, have a full entitlement to RSE, and having an additional need is never a reason to restrict access to essential learning about relationships, safety, consent and wellbeing.

Research suggests that children and adults with SEND can be more vulnerable to abuse and exploitation. Provision of high-quality, adapted RSE is a critical protective factor.

This section should be read in conjunction with the school's SEND Policy.

Teaching and Learning

- Teaching will be personalised through adapted resources, simplified but accurate language, pre-teaching of key vocabulary, visual supports, and highly structured routines for discussion and decision-making.
- Lessons will be paced carefully, use multi-sensory approaches and provide extra processing time.
- Staff will maintain high expectations of dignity, age-appropriate content and respect, ensuring materials reflect diverse families, relationships and identities, including those of young people with SEND.
- As appropriate, planning will be trauma-informed and sensitive to pupils who may have experienced adversity, with clear routes for help-seeking at appropriate points in units. These adaptations support access without lowering ambition or omitting statutory content.

Pupils' Religious and Faith Backgrounds

RSE will respect religious and cultural diversity, uphold pupils' rights to accurate information and safety, and comply with the Equality Act. Teaching will avoid discrimination and protect pupils' dignity.

Principles

- Assume diversity, not uniformity: different pupils of the same faith will interpret teachings differently.
- Meet statutory RSE outcomes while treating faith backgrounds fairly and avoiding discrimination.
- Prioritise pupils' wellbeing, dignity and safeguarding when adapting content.
- Engage fully with parents, pupils and, where appropriate, faith leaders and members of the community when consulting on the curriculum.

Teaching, Learning and Curriculum

Teachers and leaders must balance pupils' rights to access all statutory content with sensitivity to religious and cultural diversity.

When planning lessons, Hartshill Academy will:

- **Offer neutral, balanced coverage:** RSE should be delivered in a balanced and neutral way. This is especially important where religious and cultural perspectives mean that pupils may have strong beliefs about some content. Teachers will present accurate faith viewpoints alongside secular and other perspectives, so pupils see a balanced picture.
- **Use inclusive imagery and language:** ensure visuals show religious and cultural diversity and avoid metaphors that may confuse pupils with mobility needs or ASD.
- **Manage discussions carefully:** deliver content in an objective way and use ground rules and clear boundaries to manage pupil discussion.

- **Map objectives to need:** teachers start from the required learning outcomes and identify where faith perspectives are most likely to be relevant (e.g. family, marriage, contraception, gender).
- **Build in alternatives:** consider additional consultation with parents and pupils to ensure sensitive delivery where appropriate.
- **Consider faith perspectives:** build in opportunities to reflect on RSE objectives through the lens of faith teachings when appropriate and helpful.
- **Employ distancing techniques:** use stories, role-play, third-person scenarios or case studies to explore sensitive issues safely.

Complaints

Any complaints about the Relationships and Sex Education programme should be made in accordance with the school's usual complaints procedure. This can be accessed here [Policies | School Information | About Us | Hartshill Academy](#)

Approval and Review

- This policy is approved by the governing body.
- It is reviewed **annually**, or sooner if national guidance changes or it is otherwise appropriate to make amendments.
- The RSHE Lead is responsible for coordinating the review process.
- The policyholder is always a member of the Senior Leadership team.