



**Personal, Social, Health
and Economic (PSHE) Sex and
Relationships Education (SRE)
Policy**

**Updated: September 2023
Next Review: September 2024**

Policy Context and Rationale

The Department for Education published statutory guidance for Health Education, Relationships Education and RSE in June 2019. This covers broad areas of particular relevance and concern to children and young people today. It should ensure that every child is guaranteed a **PSHE/SRE** education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

In order to be effective, we have developed a school curriculum framework for **PSHE/SRE/SRE education which is bespoke and personalised to the needs of our pupils and community, in line with best practice.**

The **PSHE/SRE/SRE** education policy has been produced by the 'Energy Team' in consultation with staff, parents and pupils. The involvement of the pupils is crucial if teaching is to meet their needs and address the issues that they are facing. Involvement of the pupils also means that teachers can find out what pupils think of existing provision to enable them to better evaluate it. The policy's outcomes will always be in the best interests of pupils, and will therefore be regularly reviewed, and if necessary, revised and updated.

The policy will be used by:

- Teachers, who will look to it to guide their lesson planning and to put boundaries around the issues they can explore with children and young people and the range of ways in which these can be explored. This is important for both guiding teachers and protecting them
- Parents, who will look to see both the **PSHE/SRE** curriculum content and values that the school is promoting
- Other professionals such as visiting speakers, who will want and need to know the aims, objectives and values that the school has in relation to its **PSHE/SRE** programme, agreed teaching methodologies and boundaries for their work in school.

Policy Availability

The **PSHE/SRE/SRE** education policy is available to all via the school website. If the policy is required in another format/language, please contact the Head teacher. The policy is also easily accessible to all staff via the shared teacher policy file on the school intranet. Pupils learn about this policy through discussions with teachers and during assemblies.

Policy Aims and Objectives

This policy serves a number of purposes:

- It offers a whole school statement of intent through its aims for **PSHE/SRE** education
- It sets out an agreed approach to **PSHE/SRE** education in the curriculum, guiding practice, offering a clear framework for teaching
- It clarifies the school's intended outcomes for its **PSHE/SRE** education provision
- It informs and reflects practice by outlining the content covered and methodology used to enable learning in **PSHE/SRE**

PSHE/SRE/SRE education reinforces our school values:

L-Leadership O- Organisation R- Resilience I- Initiative C- Communication

Creating, and Safe and Supporting Learning Environment

Because **PSHE/SRE** education works within pupils' real-life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' and a confidentiality policy that is understood by all (adults and pupils) are important elements of creating this.

In the course of **PSHE/SRE** and **SRE** lessons, pupils may indicate in some way that they are vulnerable or 'at risk'; it is important to make a clear link to the school's safeguarding/child protection policy to ensure clarity about what is required in such circumstances.

Links to Pastoral Systems

The first line of pastoral response is in the classroom with the class team. Our school has an ethos where pastoral care and the 'whole child' are at its centre, and teachers use teaching assistant time flexibly so the pupils' social, emotional, mental and physical health needs are well supported. This is key for effective learning, so as needs arise, pupils will be given time and space to work through problems with trusted adults.

Termly, the teachers and teaching assistants assess their pupils' social and emotional needs and implement their class THRIVE objectives to address them. The staff can make a specific referral to the THRIVE co-ordinators, Maria Harrison and Anita Keat, for any pupil who needs more intensive support. A referral to the school Play Therapist, Lynne Latham, or outside agencies can also be made via the Senco.

Entitlement and Equality of Opportunity

We will use **PSHE/SRE** education as a way to address diversity issues and to ensure equality for all. The school's equality, diversity and inclusion policies guide us in promoting the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. Our classroom practice and pedagogy will take into account pupils' ability, age, readiness, cultural backgrounds and those with English as a second language, to ensure that all can fully access **PSHE/SRE** education provision. However, parents have a right to withdraw their children from those parts of RSE not within the national curriculum science programmes of study (see RSE policy).

How will we ensure inclusion and differentiate learning for pupils with SEND?

We recognise the right for all pupils to have access to **PSHE/SRE** education which meets their needs. As far as is appropriate, pupils with special educational needs will follow the same **PSHE/SRE** education programme as all other pupils. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Teachers and/or teaching assistants will work with individual pupils where required, and if appropriate. Pupils with SEND will not be withdrawn from **PSHE/SRE** education to catch up on other national curriculum subjects; these aspects of personal and social development are as important to all pupils as their academic achievement.

Intended Outcomes

As a result of our **PSHE/SRE** education programme, pupils will:

- Engage with a planned, developmental **PSHE/SRE** programme of learning through which they acquire the knowledge, understanding and skills they need to manage their lives now and in the future
- As part of a whole-school approach, pupils will develop the qualities and attributes they need to thrive as individuals, family members and members of society. The Primary Edge is a progressive programme of materials and strategies offered throughout PiXL to develop life skills. These life skills, we refer to as attributes: Leadership, Organisation, Resilience, Initiative and Communication – LORIC
- Be equipped to live healthy, safe, productive, capable, responsible and balanced lives
- Be encouraged to be enterprising and be supported in making effective transitions, positive learning and career choices and in achieving economic wellbeing
- Be provided with opportunities to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and, in the future,

- Develop personally, they will build their confidence, resilience and self-esteem, and identify and manage risk, make informed choices and understand what influences their decisions
- Recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings
- Develop an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives
- Have many barriers to learning reduced or removed, significantly improving their capacity to learn and achieve

Our **PSHE/SRE**/SRE education programme will make a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition, the learning provided through our comprehensive **PSHE/SRE** provision is essential to safeguarding pupils.

Learning and Teaching

Principles and Methodology

The following are Green Park School's 10 evidence-based principles of good practice in **PSHE/SRE** education:

1. We start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact we involve them in the planning of our **PSHE/SRE** education programme
2. We plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of our pupils
3. We take a positive approach which does not attempt to induce shock or guilt, but focuses on what our pupils can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives
4. We offer a wide variety of teaching and learning styles within **PSHE/SRE** education, with an emphasis on interactive learning and the teacher as facilitator
5. We provide information which is realistic and relevant and which reinforces positive social norms
6. We encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do, from one school subject to another, and from school to their lives in the wider community
7. We recognise that the **PSHE/SRE** education programme is just one part of what a school can do to help a pupil to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. We link the **PSHE/SRE** education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. We encourage staff, families and the wider community to get involved
8. We embed **PSHE/SRE** education within other efforts to ensure our pupils have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported
9. We provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions

10. We provide a safe and supportive learning environment where our pupils can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

See also Key Principles of Effective Prevention Education

<https://www.PSHE/SREassociation.org.uk/system/files/PSHE/SRE%20Association%20report%20to%20CEOP%20April%202016%20FINAL.pdf>

Planning

The following have guided the school in planning our PSHE/SRE Programme of Study:

KAPOW PSHE/SRE/SRE Programme of Study - 36-week RSE & PSHE/SRE curriculum plan for KS1 and KS2
<https://www.kapowprimary.com/subjects/rse-PSHE/SRE/>

KAPOW-This downloadable progression of skills and knowledge document shows how Kapow Primary's RSE & PSHE/SRE scheme develops skills and knowledge from Year 1 through to Year 6

New addition to Safeguarding & Child Protection –KAPOW includes the addition of-

“The inspectorate said this should also be reflected in the curriculum and that a school’s relationships, sex and health education (RSHE) should specifically address harmful sexual behaviours and issues of consent.”

PSHE/SRE Programme of Study

https://www.PSHE/SREassociation.org.uk/system/files/PSHE/SRE%20Education%20Programme%20of%20Study%20%28Key%20stage%201-5%29%20Jan%202017_2.pdf

PSHE/SRE Education Tool Kit for Key Stages 1 and 2

https://www.PSHE/SRE-association.org.uk/system/files/Primary%20Toolkit%20November%202017_0.pdf

In the PSHE/SRE Programme of Study, we followed stages 1 – 4 to build a whole school overview - long-term plan, then medium and short-term plans. The *Tool Kit* gives further guidance on basing our Programme of Study on three core themes, within which there is broad overlap and flexibility:

- Health and Wellbeing
- Relationships
- Living in the Wider World

As the world changes, our Programme of Study will be adapted to include the new or emerging issues. We have selected content that is relevant to our pupils and use this as a context through which to explore the overarching concepts and to develop the essential skills and attributes.

The Overarching Concepts, Essential Skills and Attributes Developed through PSHE/SRE Education

The Programme of Study is intended to support teachers in enabling our pupils to develop and gradually enrich their understanding of a set of overarching concepts, set out below. Although the specific content of PSHE/SRE education will constantly evolve as the world changes, **these concepts are timeless.**

It is not enough to simply teach pupils *about* the issues covered in the suggested subject content. It is vital they have the opportunity to explore their attitudes, values and beliefs about them and to develop the skills, language and strategies necessary to *manage* these issues should they encounter them in their lives. For the school’s PSHE/SRE education programme to support its pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging, it should take the ‘learning opportunities’

outlined within the three core themes as a context through which to develop the concepts, skills and attributes set out below.

(For suggested 'learning opportunities' go to Programme of Study, pages 9 - 19

https://www.PSHE/SREassociation.org.uk/system/files/PSHE/SRE%20Education%20Programme%20of%20Study%20%28Key%20stage%201-5%29%20Jan%202017_2.pdf)

Overarching Concepts Developed Through the Programme of Study

- 1. Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- 2. Relationships** (including different types and in different settings, including online)
- 3. A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- 4. Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- 5. Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- 6. Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- 7. Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- 8. Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- 9. Career** (including enterprise, employability and economic understanding)

Essential Skills and Attributes Developed Through the Programme of Study

Personal effectiveness	Interpersonal and social effectiveness
<ol style="list-style-type: none"> 1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, 	<ol style="list-style-type: none"> 1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others' right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think') 4. Skills for employability, including <ul style="list-style-type: none"> • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)

<p>experiences and evidence</p> <p>9. Recalling and applying knowledge creatively and in new situations</p> <p>10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</p>	<p>6. Recognising, evaluating and utilising strategies for managing influence</p> <p>7. Valuing and respecting diversity</p> <p>8. Using these skills and attributes to build and maintain healthy relationships of all kinds</p>
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Managing Risk and Decision-Making (integral to all of the above)

<p>1. Identification, assessment (including prediction) and management of positive and negative risk to self and others</p> <p>2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)</p> <p>3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)</p> <p>4. Assessing the validity and reliability of information</p> <p>5. Identify links between values and beliefs, decisions and actions</p> <p>6. Making decisions</p>

Contexts for Learning

Our Programme of Study includes a broad range of ‘Contexts for Learning’ through which the key concepts and skills can be taught, developed, expanded and rehearsed:

Refer to planning document – **PSHE/SRE** Planning overview KS1/KS2& SRE Planning overview KS1/KS2

PSHE/SRE lessons ~ teacher awareness

Teachers should be careful to ensure that they do not set up polarising debates in **PSHE/SRE** lessons. It is essential that lessons are sensitive to a range of views, but the school must ensure that pupils always have access to the learning they need to stay safe and healthy, and protect and enforce their human rights (this should include clear, impartial information in relation to matters such as forced-marriage and female genital mutilation (see appendix 1 for clarification).

LORIC

Leadership

Leading others, explaining my leadership, listening to my team, keeping calm and asking for help.

Organisation

Organising myself

Organising an activity organising together.

Resilience

Keep on going, who can help meeting the challenge

Initiative

Taking responsibility taking part sharing ideas.

Communication

Communicating with others knowing my audience sharing my opinion.

Early Years Foundation Stage (EYFS)

Personal, Social and Emotional Development (PSED) is one of the seven different areas of learning and development in the EYFS. It is one of the prime areas and is paramount within our EYFS setting. PSED enables children to feel acknowledged and supported by important people in their lives and helps them to interact with others and form positive relationships. It also enables children to feel free to express ideas and feelings and cope with new or stressful situations. Personal-social skills are abilities children must develop to care for themselves (washing hands, using utensils) and interact with others (playing games, understanding feelings of others). Personal development is about how children understand themselves and what they can do, and the EYFS teachers will plan for this development, from children's own experiences in conjunction with the Early Learning Goals through high quality child initiated play and carefully planned teacher led activities.

KAPOW to release new planning resources and guidance by the end of Term 1 2023

Teaching Methods and Approaches

- Teachers will plan to use a range of learning styles: visual, auditory and kinaesthetic that includes class discussions, hot seating, circle time and stories to address learning that is planned or arises naturally
- Provision of role-play opportunities throughout the school offers children the opportunity to develop social, communication and problem-solving skills, explore ideas and relationships, cooperate with others and work collaboratively in small groups
- Play is an important vehicle for learning and appropriate resources are provided both within and outside the classroom
- Teachers should be careful to ensure that they do not set up polarising debates in **PSHE/SRE** lessons. It is essential that lessons are sensitive to a range of views, but the school must ensure that pupils always have access to the learning they need to stay safe and healthy, and protect and enforce their human rights (see appendix 1).

Criteria for Resource Allocation

Resources are selected that are:

- Age appropriate
- Non-discriminatory
- In accord with the values of the school.

Some resources chosen will appear discriminatory but these are used to challenge misconceptions, negative images and messages and stereotypes.

Timetabling

Our **PSHE/SRE** education is provided in discreet weekly curriculum time in Key Stage 1 and 2. Our provision is further enriched by planned enrichment sessions/days: health days, friendship days, cultural days and through extra-curricular activities during lunchtimes, after school clubs and some week-ends.

Assessment

How we will provide evidence of our pupils' learning and progression

As with any other subject, assessment in **PSHE/SRE** education focuses on learning, set against the lesson objectives and outcomes. Learning will be assessed which is specific to **PSHE/SRE** education and **not** other areas of the curriculum, such as literacy.

Three reasons why it is important that learning in **PSHE/SRE** education is assessed:

- For our pupils to have opportunities to reflect on their learning, assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning.
- For teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.
- It allows the leadership team, parents, governors and school inspectors to see the impact that **PSHE/SRE** education is having for pupils and for whole school outcomes, such as Ofsted judgements on Personal Development, Behaviour and Welfare, Safeguarding, Spiritual, Moral, Social and Cultural (SMSC) development and the promotion of fundamental British Values. Without assessing our **PSHE/SRE** education, all we can do is describe our provision; we cannot show its impact.

The essential skills and attributes identified in the Programme of Study are arguably the hardest aspect of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in **PSHE/SRE** education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. **Assessing learning in **PSHE/SRE** education must therefore use a combination of teacher assessment and pupil self- and peer assessment.**

It would be inappropriate for assessment in **PSHE/SRE** education to be about levels or grades, passing or failing. The model of assessment that is most meaningful in **PSHE/SRE** education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). So, the benchmark against which progress is measured is the pupil's own starting point.

This gives us the following model for assessing any learning in **PSHE/SRE** education:

1. Baseline Assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic'). *(For baseline assessment activities see pages 12 – 14, and completed examples of pupils' assessment activities see appendix 1 page 295*
https://www.pshe/sre-association.org.uk/system/files/Primary%20Toolkit%20November%202017_0.pdf)

2. Assessment for Learning

Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. Assessment of Learning

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and to inform future teaching.

Progress in **PSHE/SRE** education will be recorded and reported to parents in line with all other non-core curriculum subjects.

Teaching Responsibility and Staff Training

The **PSHE/SRE** education programme will be led by the 'Energy Team' together with the Leaders of Learning. **PSHE/SRE** will be taught by teachers who have accessed CPD specifically on **PSHE/SRE** education, such as that provided by the **PSHE/SRE** Association, the national CPD programme, or through INSET training informed by these. Visitors to the classroom can bring their expertise or personal stories to enrich pupil's learning. However, the teacher should always manage this learning, ensuring that learning objectives and outcomes have

been agreed with the visitor in advance, and that any input from visitors should be part of a planned, developmental programme rather than a substitute for it.

Confidentiality and Handling Disclosures

Due to the nature of **PSHE/SRE** education, pupils' learning may result in them seeking advice or support on a specific personal issue. If a pupil makes a disclosure, the safeguarding/child protection procedures must be followed. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear from the ground rules set at the beginning of the lesson, about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the *school's* confidentiality policy, not their own.

Responding to Pupils' Questions

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions. Stating that *'pupils' questions will be answered honestly and openly'*, without any consideration of prior learning or readiness, can be unsafe.

If necessary, teachers need to feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. *(For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.')* Teachers should feel able to work with colleagues if necessary, to construct an appropriate answer.

It is good practice to have an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date. If a safeguarding issue is raised by an anonymous question, advice should be taken from the Designated Safeguarding Lead, Richard Hawkins.

Links to Other School Policies and Areas of the Curriculum

When designing our Programme of Study, it has been important to consider how **PSHE/SRE** learning is linked to other subjects in the curriculum and how this overlap will be managed. For example, pupils may learn about the biology of reproduction through the science curriculum, but **PSHE/SRE** will give them the opportunity to consider what this knowledge and understanding means to them, and to develop the skills and strategies they will need to apply this knowledge in their present and future lives. Other linked subjects include citizenship, religious education, ICT/computing and some aspects of literacy.

Whole-school policies which support **PSHE/SRE** education (and vice versa) include:

Child protection/safeguarding

Extremism

Bullying

Relationships and sex education

Online safety

Drug education and the management of drug-related incidents

Food and drink

Equality and Diversity

Behaviour

Confidentiality

Links should be made between these policies: for example, a commitment to equality or diversity must run through the life of the school rather than being viewed as a ‘topic’ to be covered in **PSHE/SRE** alone.

Involving Parents and Carers

The school is committed to working with parents and carers because **PSHE/SRE** is strongest when there is communication and collaboration between school and home.

The school will:

- Communicate with and involve parents in creating/reviewing the **PSHE/SRE** policy
- Work together with and provide support to parents and carers, for example, offering external information and guidance materials from relevant organisations that they can use/explore with their children
- Offer a parents’ and carers’ workshop for interested parents and carers to find out more about **PSHE/SRE** education or topics such as RSE.

Review Date

The **PSHE/SRE** education policy should be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance.

This policy will be reviewed on September 24 by the Energy Team

APPENDIX 1

TEACHING ABOUT FEMALE GENITAL MUTILATION (FGM) AND FORCED MARRIAGE

The degree of emphasis that you place on explicit work on FGM will be determined by local data showing the vulnerability of the pupils in your care. It is common for girls with a cultural heritage that makes them ‘at risk’ of FGM to be subjected to the procedure during key stages 1 and 2, so this cannot be left to key stage 3 if there is any chance whatsoever of there being girls, or brothers of girls, who are or might be at risk, in the school. Implicit protective learning is included throughout the medium-term grids’ learning objectives and outcomes, while grids offering specific learning on FGM can be found in years 5 and 6. Teachers have a mandatory duty to report ‘known’ cases of FGM in under 18s.

The school should consider making pupils aware of the ‘forced marriage protection order’ that legally protects a young person from a forced marriage. For schools with any pupils who might be ‘at risk’ of either FGM or forced marriage, consider publicising local organisations and help lines, some of which can be found on the websites below.

Further guidance, resources and support can be found at:

- <http://forwarduk.org.uk/>
- <https://www.freedomcharity.org.uk/>
- <http://nationalfgmcentre.org.uk>

Coming soon to KAPOW planning
Guidance on sexual harassment (Autumn 2022)
EYFS lessons (Autumn 2022)