

LDST PSHE, including Relationships and Sex Education, Policy (PSHE/RSE)

Believe Enjoy Succeed Together

“I can do everything through God who gives me strength”

Philippians 4:13

Cronton CE Primary School



The KEYS Curriculum

Knowledge and skills

Empower

You to

Succeed

Keys To Success



Knowledge



Skills



Vocabulary

Policy rationale

Our Trust's vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through a planned approach to PSHE, we promote the development of the whole child.

In our distinctly Christian schools, we strive to enable children of all faiths and none to know how to love and to be loved, and so through this policy we aim to support, encourage, empower, love and equip each of our children so that they can flourish during their time at school and throughout their adult lives.

The purpose of this PSHE, Relationships and Sex Education (PSHE/RSE) Policy is to set out the ways in which our school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life. Through our policy and curriculum, we focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health.

Aims of our Policy

Cronton C. of E. School provides a PSHE programme that follows the continued statutory requirement to include RSE and Health education in their curriculum from September 2026.

We aim:

- To teach PSHE as a positive subject – supporting children to thrive in their communities, lives and future workplaces.
- To ensure the PSHE curriculum is a preventative curriculum that positively safeguards all of our children
- To develop PSHE as a cohesive curriculum that covers all aspects, and is sequenced towards the end of KS2 endpoints, as set out in the RSHE guidance, taking account of the specific context of the school and the community.
- To teach, in a way that is sensitive to the cultural backgrounds and identities of all pupils, about healthy and respectful relationships and healthy lifestyles,
- To equip our pupils with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle.
- To ensure that all children:
 - ✓ develop confidence in talking, listening and thinking about feelings and relationships.
 - ✓ develop their self-esteem, body confidence and sense of responsibility.
 - ✓ are able to name parts of the body and describe how their body works.
 - ✓ are prepared for puberty.
 - ✓ are taught the knowledge and skills to keep themselves safe, both on and off-line, and know when and how to ask for help and support.
 - ✓ Understand how physical and mental well being are inter-connected
 - ✓ To develop a curriculum, underpinned by teaching the importance of kindness, care, and empathy, that addresses cultures of misogyny and teaches that sexual violence and sexual harassment are always wrong.

How do we achieve these aims?

We ensure that curriculum content is relevant to the age, experience and maturity of pupils.

We acknowledge that any aspects of PSHE can be personal to members of our class, and are sensitive in how we approach topics; we never make judgements or use language that may stigmatise.

PSHE is delivered by class teachers who know the children and are trained to deliver lessons sensitively and knowledgeably, although support from outside agencies, such as the school nurse, may be used in Upper Key Stage 2. We ensure that the contribution of any outside professionals is integrated into the school's overall programme, and their messages are consistent with the school's Christian vision.

We have a range of strategies to ensure lessons are as safe as possible and that children have a sense of belonging as they explore some sensitive topics., including:

- Establishing ground-rules for the class
- Using distancing techniques
- Avoiding shock, fear or shame tactics
- Handling questions and concerns sensitively
- Using carefully selected resources to meet the learning objectives in an age-appropriate and relevant way for the children in our school.

As with all curricular areas we encourage children to take an active role in their learning during PSHE sessions and use a variety of approaches including whole class and small group discussions and role play. We try to ensure an honest and balanced approach in the handling of any controversial issues.

PSHE lessons regularly include signposting to trusted adults/other agencies so that children know how and where to make any disclosures or discuss any concerns.

Our PSHE Curriculum

PSHE is an umbrella term for a planned programme of learning opportunities and experiences, including relationships education, health education and non-statutory aspects of PSHE including primary sex education and strands relevant to our context. This programme helps children and young people grow and develop as individuals and as members of families and communities. It equips them with knowledge, understanding and practical skills, appropriate to their age, ability and maturity, in order to live healthy, safe, fulfilled and responsible lives, both on and off-line.

This programme includes:

- **relationships education** (RSE), which must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds. This is in keeping with advice and guidance contained in the *2025 DfE guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education*, which states: "The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe."
- **Health education** starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors.
- **Sex education:** it is recommended that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty)

and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum. In our schools we define sex education as lessons about conception and birth. Whilst not compulsory in primary schools, it is vital that we teach sex education to prepare children both for the next stage in their education and their future experiences and responsibilities in life.

School Website

PSHE

<https://www.crontonce.co.uk/pshe-personal-social-health-and-economic-education>

Science

<https://www.crontonce.co.uk/science-2>

Implementation

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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

At Cronton C.E. School, we teach **Personal, Social and Health Education** as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

We deliver a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area, using resources predominantly from the Jigsaw PSHE programme where appropriate to the needs of our children and community.

The overview of the learning objectives of the programme can be seen on the school website and is attached as an appendix to this policy. (**Appendix 1 Long Term Overview**)

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we predominantly use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme. The mapping document: **Appendix 3 National Curriculum Mapping** and statutory Relationships and Health Education, shows exactly how using the selected Jigsaw resources enables our school to meet the statutory Relationships and Health Education requirements.

RSE is integrated within the wider themes of the Personal, Social, Health, Curriculum and will be delivered through the discrete PSHE lessons. This allows the natural linking of RSE with other work on emotions and relationships that the children are undertaking, as well as with issues such as peer pressure, sexual harassment and abuse, and other risk-taking behaviour such as drugs, smoking and alcohol. However, there are also links between RSE and Science, amongst other subjects, so aspects of the RSE curriculum may be touched upon in other lessons.

Implementation: What do we teach when and who teaches it?

Whole-school approach

- All areas of PSHE for the primary phase including statutory Relationships and Health Education are delivered through our PSHE lessons using resources predominantly from the Jigsaw Programme.
- PSHE is delivered throughout the whole school from EYFS to Year Six. Each theme is introduced through an assembly, delivered to each class or to the whole school together.
- PSHE is a subject that lends itself easily to equal opportunities and children with special needs are catered for by the adaptation of the work when necessary, to ensure full participation. Reference may also be made to the Equal Opportunities and Special Needs policies. Teaching is sensitive to the individual circumstances of children in the class.

The table below gives the learning theme of each of the six puzzles (units) and these are taught across the school; the learning deepens and broadens every year. The Long Term Overview (Please see Appendix 1) provides further detail on the unit content for each year group.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society

Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with changes and learning about puberty in Upper Key Stage Two. Sex Education is taught through the Key Stages Science Animals Including Humans Reproduction in accordance with the national Curriculum expectations.

Medium Term Planning

Being Me in My World Puzzle Map - Ages 7-8



Puzzle Outcome

The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.

© Jigsaw PSHE Ltd

Weekly Celebration	Piece	PSHE learning intention	Social and emotional development learning intention	Resources
Help others to feel welcome	1. Getting to Know Each Other	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my Jigsaw Journal	I value myself and know how to make someone else feel welcome and valued	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, treasure box, Jigsaw Jino, coin and medal template, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Try to make our school community a better place	2. Our Nightmare School	I can face new challenges positively, make responsible choices and ask for help when I need it	I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Jigsaw Jino, feelings bag with cards, flipchart paper, Nightmare school, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Think about everyone's right to learn	3. Our Dream School	I understand why rules are needed and how they relate to rights and responsibilities	I know how to make others feel valued	Jigsaw Charter, Jigsaw Chime, 'Calm me' script, Jigsaw Jino, Nightmare school sheet (from previous Piece), My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Care about other people's feelings	4. Rewards and Consequences	I understand that my actions affect myself and others and I care about other people's feelings	I understand that my behaviour brings rewards/consequences	Jigsaw Charter, Jigsaw Chime, 'Calm me' script, scenario cards, post-its, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Work well with others	5. Our Learning Charter	I can make responsible choices and take action	I can work cooperatively in a group	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, A3 paper, Post-It notes, Sam's letter, timer, space to display Post-Its, materials for designing a card, Learning Charter, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Choose to follow the Learning Charter ★	6. Owning our Learning Charter	I understand my actions affect others and try to see things from their points of view	I am choosing to follow the Learning Charter	Jigsaw Charter, Jigsaw Chime, 'Calm me' script, 'What do we see?' picture PowerPoint, Learning Charter, Jigsaw Jino, certificates, mood board for last Piece (lesson), My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.

The medium term plans outline the key objectives for the unit which is delivered through six discrete lessons and resources that will be needed.

Lesson Format:

Each lesson within a unit follows a similar format across the school in an age appropriate manner.

1. Play the song for current half term.
2. Remind children of charter and expectations of how we listen and respect what is said in
our lessons.
3. Connect Us – short game to engage the children, usually to help them see similarities and
differences between them and connect them as class.
4. Calm Me – teaching the children Mindfulness techniques.
5. Open My Mind – introducing the lesson objectives.
6. Tell Me/Show Me
7. Let Me Learn
8. Reflect – children reflect on what they have learned (against lesson objectives).

At Cronton C.E. School we allocate at least 30 minutes to PSHE discrete lessons each week, to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship,
- Praise and reward systems,
- Through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community. Our Gardener and Seedling programme is an example of this in action.

Additional Opportunities to enhance PSHE Curriculum
Whole School Each class undertakes at least one day trip each academic year. Participation in Church Services involving the wider community – Reception Welcome, Harvest and Nativity Services (Including village Ecumenical Service), Leaver's Service in the Cathedral. Picture News - Each week chooses a current news story, provides an image, a thought-provoking question and a variety of teaching resources. Support for chosen charities: Food Bank E- Safety and Anti- Bullying Weeks After school clubs

R	Y1	Y2	Y3	Y4	Y5	Y6
Ears/eyes/height/weight checks	Hand Washing/	Hand Washing / Personal Hygiene	Maypole at Cronton Gala	Wider Opportunities Musical Instrument Learning	Two Night Residential	Two Night Residential
Hand washing/	Personal Hygiene	Road Safety	Wider Opportunities Musical Instrument Tasters		Bike Ability	Crucial Crew
Personal Hygiene	Road Safety				Debt Management	Bike Ability
Healthy Eating and Teeth	Gardener/Seedling development				Gardener/Seedling development	Debt Management
Gardener/Seedling development						Gardener/Seedling development

Class teachers deliver the weekly lessons to their own classes, although support from outside agencies, such as the school nurse, may be used in Upper Key Stage 2. We ensure that the contribution of any outside professionals is integrated into the school's overall programme, and their messages are consistent with the school's Christian vision.

As with all curricular areas we encourage children to take an active role in their learning during PSHE/RSE sessions, and use a variety of approaches including whole class and small group discussions and role play. We try to ensure an honest and, balanced approach in the handling of any controversial issues.

Equality

All schools are required to comply with relevant requirements of the Equality Act 2010, including the Public Sector Equality Duty (PSED) (s.149), when teaching RSHE.

All children should see themselves, and their families, as represented. We therefore ensure that PSHE resources are relatable, and topics are taught in a way which are inclusive and ensure children know that they belong. Different family types are represented in our curriculum, including same-sex parents along with other family arrangements.

Pupils should understand the importance of equality and respect and have an awareness of the protected characteristics of age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

Pupils with special educational needs and disabilities (SEND)

Teaching at our school is developed to ensure PSHE is accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years.

Pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. PSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

Whilst we try to keep conversations within the classroom, pupils know that confidentiality can never be guaranteed.

Engaging with parents and the right to withdraw

We believe in the importance of schools and families working in partnership. This is because teachers, parents/carers, pupils and all members of each school's community have an important contribution in preparing children for a healthy and fulfilled life where positive relationships enable them to flourish. We therefore are pro-active in ensuring our parents/carers are well informed about curriculum content, vocabulary, and how to discuss and answer questions about sensitive topics.

At Cronton CE Primary school, we want to equip parents to continue conversations started in class. Therefore in consultation meetings, we share a representative sample of the resources that we plan to use and, if requested, ensure that parents can view all curriculum materials used to teach RSHE. Parents should know that the materials must not be shared more widely, due to copyright laws.

Parents **do not** have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Parents **do** have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Puberty

At Cronton C.E. School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle unit in Upper Key Stage Two.

Sex Education

- We conclude from the DFE Guidance that sex education refers to Human Reproduction from conception to birth. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.
- Because this **does not exceed** the expectations for the Primary Science Statutory requirements, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and invite you to contact either Mrs Willis or the PSHE Lead.

Before granting any request for withdrawal of a child from sex education, we will meet with parents/carers, and the child if appropriate, to discuss and understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. We will always document this discussion to ensure a record is kept. Following this discussion, the head teacher will grant a request to withdraw a pupil from specific lessons covering reproduction and birth in PSHE, as set out above. This is other than statutory content that is taught as part of the science curriculum.

When a pupil is withdrawn from sex education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Monitoring and evaluation of PSHE

The cohesive PSHE programme will be regularly monitored and evaluated to ensure that it is meeting our aims as set out in this policy, to the same standard as all other curriculum subjects.

Leaders ensure that teachers are kept up to date with PSHE information and have access to high quality training.

Appendix 1: Monitoring Audits

Governors and Trustees	RAG
1. Do governing boards and proprietors of academy trusts make sure that all pupils make progress in achieving the expected educational outcomes?	
2. Do governing boards and proprietors of academy trusts make sure that teaching is accessible to all pupils with SEND?	
3. Do governing boards and proprietors of academy trusts make sure that curriculum content and teaching materials are aligned with the RSHE statutory guidance?	
4. Do governing boards and proprietors of academy trusts make sure clear information is provided for parents/carers on the subject content, teaching materials and external providers?	
5. Do governing boards and proprietors of academy trusts make sure clear information is provided for parents/carers on the right to request that their child is withdrawn from sex education?	
6. For schools with a designated religious character - Do governing boards and proprietors of academy trusts make sure that the religious ethos of their school is maintained and developed?	

Policy	RAG
1. Does the setting have a up-to-date written policy for PSHE, including RSE?	
2. Does the setting proactively engage and consult with parents/carers in developing and reviewing the policy?	
3. Does the setting provide a copy of the policy free of charge to anyone who asks for one?	
4. Is the relationships education (and sex education if taught) policy published on the website?	
5. Does the setting have a policy for health education (not required but advised)?	
6. If the setting has a health education policy does it set out how health education will be taught?	
7. Does the policy set out the subject content including how and when it will be taught?	
8. Does the policy make clear who is responsible for teaching RSE?	
9. Does the policy include details and information about any external providers used?	
10. Does the policy differentiate between relationships and sex education?	
11. Does the policy include information about a parent's right to request their child is withdrawn from sex education?	
12. Does the policy explain how content will be made accessible to all pupils including those with SEND?	
13. Does the policy describe how the subject is monitored and evaluated?	
14. Does the policy set out how parents/carers can view curriculum materials?	

15.Does the policy explain how teachers will answer questions about topics in sex education that the school does not cover (if primary) or that relates to sex education from which the child has been withdrawn?	
16.Does the policy explain how it has been produced?	
17.Does the policy explain who approve the policy?	
18.Does the policy explain how and when it will be reviewed?	
19.Does the policy explain how teachers will answer questions, with an emphasis on supporting the child	

Teacher Checklist when working with External Contributors	
1. Are you aware of the aims and objectives being delivered by the external contributor?	
2. Does the external contributor complement and not replace teacher led activities?	
3. Is the external contributor aware of the relevant school policies e.g. PSHE, safeguarding, handling disclosures?	
4. Have the learning outcomes of the session been agreed upon by the external contributor and lead teacher?	
5. Is the methodology and content age- appropriate?	
6. Are teaching resources provided? If so can you preview them and are they up to date and appropriate?	
7. Has the external contributor been made aware of the group sizes and the pupils' needs, ability and age?	
8. Have the pupils been appropriately prepared i.e. in previous lessons or before the session/event?	
9. Has follow-up been planned and does the learning need to be extended into a further lesson?	
10.Have all relevant staff (i.e. pastoral support) been informed and made aware of the planned session?	
11.Have parents been informed appropriately and does permission need to be obtained?	
12.Have appropriate behaviour and expectations been discussed with the pupils regarding how to engage with the external contributor?	
13.Has the school decided on how to evaluate the effectiveness of the support with staff, pupils and the visitor?	
14.Have you checked what equipment (technical or otherwise) is needed by the contributor?	
15.Have you ensured that at least one member of staff is present throughout the session and will they be ready to participate?	
16.Have you checked the visitors' DBS status if appropriate?	
17.Have you agreed fees, expenses or the cost of resources?	

Appendix 2

Dear Parents / Carers

Throughout the year, your child has been taking part in statutory Relationships Education lessons. This term, we will be introducing aspects of Sex Education to these lessons. This will take the form of a series of x lessons that will be delivered in an age appropriate manner and will build upon the knowledge gained in their National Curriculum Science lessons. These sessions will be delivered by....(insert either teacher or outside agency, within the presence of the teacher.)

Church of England schools have the right to teach this according to the tenets of their faith, whilst still being consistent with the requirements of the Equality Act. They have flexibility of **how** to teach this that allows delivery within the integrity of the Christian ethos and in such a way that the school community, especially the children, experience "life in all its fullness."

We would like to invite you to view a sample of the materials and resources that will be used to teach your child's class. This will be an opportunity to raise any questions you may have with the teacher and will support you to continue conversations at home with your child. This will take place on....(insert date, time & location)

Following this, if you feel that you would like to exercise your right to withdraw your child from these non-statutory sessions and take a more active role in being the primary educator for this information at home, please request a meeting with the headteacher in the first instance, as per our policy.

Should you decide to withdraw your child, we will ensure that they receive appropriate, purposeful education during the period of withdrawal.

Yours sincerely

Appendix 3

For outside providers

Thank you for agreeing to come and support our school in the delivery of Relationships and Sex Education.

By reading and signing this statement, you are confirming that you have read the PSHE/RSE policy of the school and agree to abide by the Christian ethos that underpins this policy.

Any safeguarding or confidential issues that may arise during these sessions, you agree to follow the schools procedure for safeguarding, as read on entering the school and will respect the confidential nature of the issue outside of the school boundaries.

I agree to the above statement.

Signed:

Appendix 4

Resources

Let's Work Together – Lucy Emmerson

Jessica Kingsley Publishers ~ £12.99

A practical guide to schools and parents working together in this area

Messy Church – Real Me – Bishop Rachel Treweek

The Bible Reading Fellowship 2017

The Underwear Rule

www.nspcc.org.uk

Early Years Foundation Stage

Getting Started – Early Years

Stonewall 2017

education@stonewall.org.uk

www.stonewall.org.uk/get-involved/education

Key Stage One

Love and Sex Matters KS1

The Salisbury Diocesan Board of Education

www.salisbury.anglican.org

The Christopher Winter Project

www.tcwp.co.uk

Growing up with Yasmin & Tom

<https://www.fpa.org.uk/schools-and-teachers/online-sre-and-pshe-primary-schools>

Interactive RSE resource for Primary schools

Key Stage Two

Love and Sex Matters KS2

The Salisbury Diocesan Board of Education

www.salisbury.anglican.org

The Christopher Winter Project

www.tcwp.co.uk

Body and Soul (9-11's) ~ UKS2

RE Today Services

www.retoday.org.uk / admin@retoday.org.uk

1020 Bristol Road

Selly Oak

Birmingham

B29 6LB

Lied entity – Gloucester Diocese ~ UKS2 / KS3

<https://www.gloucester.anglican.org/parish-resources/communications/liententity/>

CEOP – National Crime Agency Command

www.thinkuknow.co.uk

Internet safety resource, inclusive of materials on Social Media Photos & Selfies

Review Schedule

Policy Author	CEO
Policy Approver	Board of Directors
Current Policy Version	2.0
Policy Effective From	September 2026
Policy Review Date	September 2028

Revision Schedule

Version	Revisions	By whom
1.0	Original Document	CEO
2.0	Updates in line with updated statutory guidance	CEO
3.0	Taken to LGB	LGB