

Woodfield School



PSHE & Citizenship Policy

2022 - 2023



Woodfield School

Personal Social Health Education and Citizenship Policy History

Date Adopted / Reviewed	Version	Author	Approved by Resources Committee	Approved by Full Governing Body	Review Date placed on FGB Agenda
1998-2015	Version 0	Desi Lodge Patch		November 2015	November 2016
November 2016	Version 1	Joan Moore		November 2016	November 2017
November 2017	Version 2	Joan Moore		November 2017	November 2019
November 2019	Version 3	Joan Moore		November 2019	November 2021
November 2021	Version 3.1	Joan Moore			
March 2022	Version 4	Joan Moore			

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PSHE- Whole School Context

Woodfield School is a multicultural school for secondary aged students with special needs. Our curriculum aims to provide practical and engaging activities where our learners feel secure and motivated to learn. Our aim is to develop them into individuals who take responsibility for self-growth, have fun in the learning process and grow into contributing members of society with high self-esteem. We believe in working closely with parents and the community for individualising learning programs for our learners.

Rationale

This policy has been produced in response to the National Curriculum Framework for PSHE (The national curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice') AND

because we completely acknowledge that PSHE is the backbone of education for students with special needs. What seems to be taken for granted as knowledge for people without special needs, needs to be explicitly taught in depth to our students through direct and cross-linked lessons and through a Lived Curriculum.

In order to facilitate the development of interdependent personalities who integrate well within family and social networks, we recognize the need for a planned whole school approach to PSHE addressed through a combination of timetabled teaching time, cross curricular links, internal and external workshops by various professionals, intervention groups and individual therapy sessions, scope for community involvement, parental involvement, regard for student voice, opportunities to seek professional support as and where needed, school activities and events with emphasis on a Lived curriculum through our Relationship Management policy and a range of Vocational options from KS3 onwards.

Philosophy

We aim to help develop our students into interdependent, responsible, reflective, tolerant people who contribute in their own way to their own well-being and those of others at home and in the community. In order to achieve this, we should constantly strive to have an approach that makes our pupils feel valued, emotionally safe, be critical thinkers and solution finders who take responsibility for own well-being (physical, mental, emotional and economical) and can contribute to other's wellbeing in their own ways. We understand that developing personalities is a non-exhaustive process and our PSHE policy should lend itself to being dynamic and ever evolving in all aspects of provision, planning, delivery and assessments.

Aims for the whole School

- To develop confident pupils who are responsible and make the most of their potential in preparation for adult life.
- To promote healthy lifestyles so pupils can grow into healthy adults making good choices.
- To encourage participation in a wide variety of experiences, understanding good choices and safety.
- To always promote independence and in all circumstances.
- To prepare our pupils for adulthood

KS3 PSHE

Aims for KS3

The aims of our PSHE policy are as follows:

Personal and Social Development:

Develop a good sense of self-esteem.

Understand their own needs and devise socially agreeable means to fulfil their needs.

Take care of their social and emotional wellbeing.

Be contributing members of their families and societies at large.

Respect the societies they live in.

Take care of their resources, including personal, societal and environmental.

Social, Vocational and Economic Development: (Preparation for adulthood):

Understand their abilities, skills, likes and dislikes.

Experience a range of vocational options in order to get a grip of realistic options available for them in future.

Develop social skills such as, punctuality, hygiene, travel skills, consistency, life skills such as cooking and cleaning, maintaining good relationships in order to maintain occupations.

Interact with the community in real contexts.

Engage with and where applicable understand the value of money, including earning, saving and spending money.

Development of a healthier, safer life style:

Understand and follow a healthy life style including an understanding of healthy eating, physical exercise and emotional wellbeing.

Understanding effects of drugs and alcohol and side effects of depending too much on medicines for a healthy life.

Developing and maintaining good relationships and respecting the differences between people:

Develop healthy relationships.

Respect everyone, including their choices and religion.

Develop good listening skills, including active and reflective listening skills.

Be aware of vulnerability, peer pressure and false media projections.

Have the tools to report abuse.

Have the tools for Conflict Resolution.

Understand what bullying means and ways of preventing and reporting bullying.

Develop assertiveness and make the right informed decisions within their individual and inclusive worlds.

Safeguarding shall be paramount to the implementation of RSE and Anti-bullying policy at Woodfield School. (Please also refer to the RSE policy and Anti-bullying policy.)

Identifying the needs of our pupils

The needs of our pupils inform our curriculum provision which lends itself to being dynamic and ever evolving based on the changing needs of our clients.

We have a high percentage of pupils of pupils with MLD, SLD, SEMH, ASC and Speech and Language needs. Almost half of pupils are FSM.

In order to cater to the needs of our pupils we have divided our PSHE curriculum according to key stages where the curriculum moves up from a broad range of experiences and learning opportunities to specific provisions.

What does the KS3 curriculum entail?

In KS3, a spiral curriculum will be followed where topics will be visited each year and it will be left to the teacher's discretion to choose the level of complexity and differentiation within the topic (from the schemes of work provided by the PSHE Lead) based on the level of cognition of each individual student. In KS3, the focus will be on developing pupils' personal and social skills and an increased understanding of vocational options and healthy lifestyles.

The schemes of work will encompass objectives from P levels to KS 1, 2, 3 and 4 of the National Curriculum, adapted by the objectives provided by the PSHE Association. This is to allow for the range of cognitive and affective skills at Wood field school especially within PSHE.

For our Pathway Two pupils we follow the Jigsaw scheme of work which provides high quality PSHE that meets the needs of our students and helps them know how to be healthy and happy while underpins their learning capacity and academic success.

There are 6 half-term units (Puzzles) in each year group from ages 11-15 (Years 7-9) and are comprised of:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Jigsaw's spiral curriculum covers:

- all the outcomes in the DfE statutory Relationships, Sex and Health Education guidance (England 2019)
- all the outcomes in the PSHE Association Programmes of Study (2020)

all set within an inclusive, comprehensive, and holistic whole-school PSHE Programme. Further to this, Jigsaw has a strong safeguarding thread running throughout and a clear focus on positive mental health and respect for self. The mindfulness practice is a key aspect of this.

This curriculum is not expecting pupils to learn topics that are inappropriate to their mental age while still laying emphasis on interdependence skills that are age appropriate. An example of this curriculum in practical situations may mean that year sevens are learning objectives from K3, year eights are learning skills from KS3 while some year nines are learning skills from P levels or KS1, depending on their cognition and affective skills. This will enable them to learn and apply appropriate and realistic skills in practical scenarios and hence lead to better maintenance and generalisation of

skills.

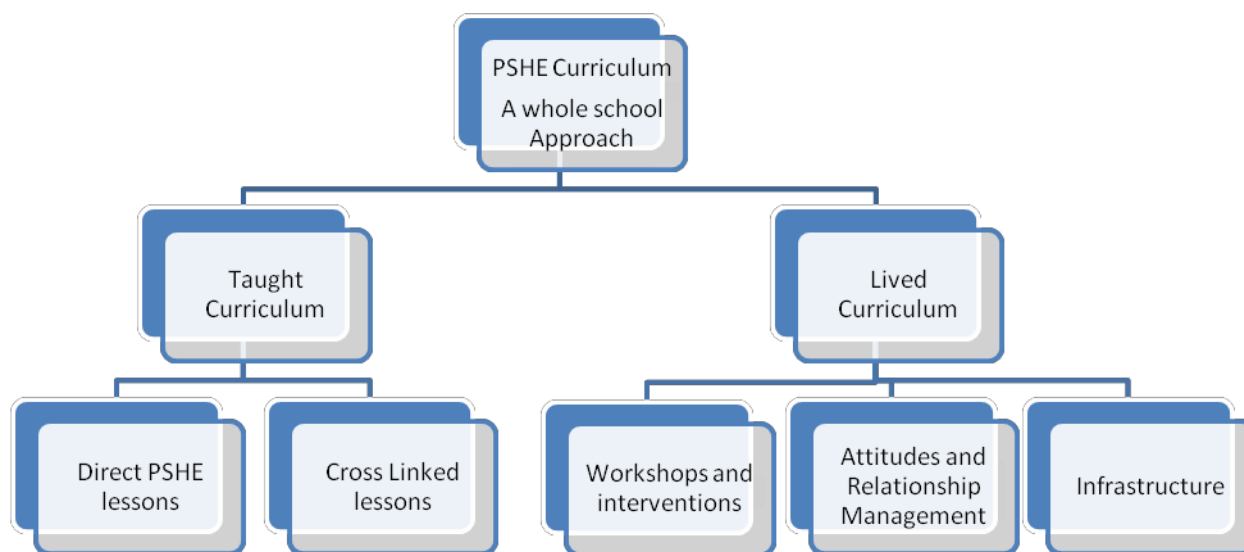
In KS3 the cross-linked curriculum and workshops will aim to make links with the directly taught PSHE curriculum which is as follows:

Autumn term	Spring term	Summer term
Equality and discrimination Anti-Bullying	RSE Self esteem	Drugs and alcohol Mental, Emotional and Physical Health.
Economic Well - being	Economic -Wellbeing	Economic - Well being
Safety	Safety	Safety
SMSC	SMSC	SMSC

It is important to note that Economic Well-being will be taught as a skill-based subject where students will get to practice the skills for vocational training throughout the year. SMSC and Safety will be incorporated in all schemes of work as and when possible.

Delivering the PSHE curriculum

As mentioned earlier, the PSHE curriculum will be delivered as a taught and lived curriculum. The curriculum will focus on developing skills and the 'know how' of adapting the knowledge learnt.



The Taught Curriculum

This will encompass direct discrete PSHE lessons and cross linked lessons from various other subjects, either discretely linked or have elements of the PSHE curriculum.

	Autumn	Spring	Summer
Directly taught PSHE curriculum	SMSC Values: Equality and rights , Respecting rules, Anti-bullying, Safety, Respecting our environment and Conflict Resolution.	Relationship and Sex education.	Drugs and alcohol. Health education.
Please find below cross linked curriculum.			
Humanities	In Humanities Equality and Discrimination: we cover a variety of topics Key Stage 3: Gandhi and Rosa Parks In Key Stage 4: the Enrichment Curriculum covers themes of all aspects of equality and giving our pupils a greater insight into the world that we live in.	RE: Moral values and respect for all religions.	Geography: Rain forest; Drugs/Legal drugs, prescription drugs. India: Food: Healthy Living, Yoga: Mental and physical health. Africa: African dance: Physical fitness.
Science	Year 7- Introduction to science. Safety in the lab. Year 8- Materials & their properties- touch on recycling and pollution. Year 9 -Entry level course work.	Year 7- Life cycle of plants and animals. Year 8- Reproduction in humans. Year 9 - Entry level course work	Year 7- States of matter. Evaporation/condensation with relation to healthy foods, e.g. oil and butter. Year 8 – Food and digestion. Year 9 - Entry level course work
English	Moral values through Fairy tales, Conflict resolution and Moral values through 'Romeo and Juliet.'	Understanding Relationships through ' Oliver Twist' (year 7) and 'Macbeth' (year 8) Exploring safety through Media: Looking at persuasive adverts.	Year 7: exploring health and fitness through poetry, Year 8: exploring emotional and mental health through tales and Myths. Year 9: Understanding the importance of work life balance through the Novel 'Holes.'
Food Tech	Safety and dangers in the Kitchen	Cooking for friends and others.	Healthy cooking and healthy foods.

PE	Importance of following rules. Cover all aspects of safety in relation to physical activity.	What influences their choice about exercise: respecting people.	"What constitutes a healthy lifestyle including the benefits of physical activity, rest and sleep" Hygiene: Importance of shower after exercising and clothes for and after exercise. How weight loss relates to exercise.
Drama	Turn taking and respecting ideas	Role play taking on different characters	Culture and morals in assessing good choices of characters and lifestyles
Art	Visual art based on links with Humanities	Male and Female artists and what they portray in their work.	Visual Art based on links with Science
Music	Celebrating own success and that of others. Supporting, turn taking and respect.	Friendships and collaboration	Different genre of music and understanding lyrics and making connections.
ICT	The IT department is working on internet safety throughout the year. It is also contributing to Vocational sessions being run throughout the year and will support online sales of products made in Vocational sessions through the school website.		
Maths	The maths department is teaching money throughout the year which goes hand in hand with the Vocational sessions being run throughout the year.		

The Lived Curriculum

The lived curriculum will encompass workshops from internal and external professionals, the relationship management policy by the pastoral team and the infrastructure.

Group and intervention workshops.

	Autumn	Spring	Summer
Taught curriculum	SMSC Values: Equality and rights Anti-bullying, Safety, Respecting our environment and Conflict Resolution.	Relationship and Sex education.	Drugs and alcohol. Health education.
In-school Workshops / programmes	Jack Petchey Achievement Awards(Organised by SHU) Jack Petchey Awards KS3 – KS3 Assembly Voting Nominations conducted in class	Assembly on internet safety -KS3 – by CNP, Voc Ed lead, KS4) The Drama Therapist who is also responsible for leading intervention groups will hold a whole school workshop on Pornography, Media and Real Society, challenging the false views created by media and helping students to raise their self-esteem through this workshop. Parent workshop on the RSE curriculum to take their views and concerns on board, sharing of ideas – Lead by PSHE lead and Drama Therapist.	One workshop on circuit training for whole school. – Date to be decided. by MM, PE HoD.

	Autumn	Spring	Summer
Workshops from outside agencies	Invite a variety of religious people, e.g., from the Hare Krishna temple a rabbi or a Buddhist. (Organized by KS3 lead	Amy Winehouse Foundation: Workshop on relationships. – Co-ordinated by KS3 and KS 4 PSHE leads.	Workshops on drugs and alcohol by Amy Winehouse Foundation-coordinated by KS3 and KS4 PSHE leads.
Intervention workshops	KS 3 workshop on conflict resolution by SM, Pastoral Lead Assembly on Conflict resolution and Anti-Bullying.	Psycho-educative intervention workshops for groups and individuals will be held by the Drama Therapist and her team. Topics covered will be :Sexual, Emotional and Social wellbeing. If any cases of depression or related disorders are suspected by the therapist or her team then external referrals will be made to psychotherapist, CAMS, etc. based on informed decisions by the Therapist. Parents will be consulted in such cases. PREVENT workshops	
	Autumn	Spring	Summer
Taught curriculum:	Vocational training		
Workshops and assemblies		Personal financial assembly by Year 9 students- organized by the Maths department.	Money week where a mini-unit of personal finance education will be covered. Workshops will be organised by the Head of Maths and delivered by staff or external parties.

Relationship management policy:

The staff members will promote healthy relationships and allow the students to develop their voice and be reflective individuals who can take responsibility for their own behaviours. The focus around the school will be on facilitating the development of pupils who are intrinsically motivated to behave in the best possible ways under all circumstances and feel emotionally safe and secure.

Please refer to the [Relationship Management Policy](#)

KS4 and 5 PSHE**Aims**

- Acquire accurate and relevant knowledge and turn that knowledge into personal understanding.
- To raise self-esteem and promote self-empowerment.
- To think and act for themselves.
- To value and respect each other.
- To develop effective inter-personal relationships.
- To develop a sense of community and the understanding of being a 'British Citizen'.
- To develop an understanding of how to keep safe and strategies to use in unsafe situations.
- Take his/her place in wide range of roles in preparation for adult life.
- Develop confidence and independence within the school community.
- Develop strategies to live a healthy, safe responsible and balanced life.
- To be able to share and cooperate.
- Become empowered to participate in school life as an active citizen.

Objectives

- To provide a secure framework within which pupils can explore the themes included in the PSHE curriculum.
- To raise pupils' awareness of issues through guided topic work which encourages pupils to re-examine their own attitudes and beliefs.
- To enable pupils to monitor their own behaviour and attitudes and those of others through guided discussion.
- To enable pupils to practice the skills they need in real life, in school and the outside world in situations with clear and safe boundaries.
- To enable pupils to take their place in British society showing mutual respect and tolerance towards others.
- To promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle.
- To enable effective inter-personal relationships and develop a caring attitude towards others.
- To encourage a caring attitude towards and a responsibility for the environment.
- To understand how society works and the rights and responsibilities involved.

The PSD curriculum prepares pupils for adulthood

(Including community awareness and aspects of careers education).

Promoting pupils' independence and preparing them for adult life is an integral thread that runs through the whole PSD curriculum.

In KS4 and 5 we build on the work completed in KS3 and develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking and is delivered through the Gatsby Framework. There are three PSHE units a week: Myself, Community and Statutory. The statutory themes are the same as KS3 but are further built upon in KS4 AND 5. PSHE liaises with Careers. English, ICT and Employability to ensure that each of the term's theme and focus helps pupils consolidate skills and knowledge and prepares them for adulthood. The themes are as follows:

	Autumn	Spring	Summer
Year 1	Who am I?	My future	My roles and responsibilities
Year 2	What is out there/	What satisfies me?	Investigates business models and labour markets
Year 3	Equality, Diversity and Inclusion	Safe and Unhealthy Practices	Making decisions and preparing for employability
Year 4	Taking initiative and showing enterprise	Developing Financial Capability	Identifying opportunities and carving own pathways
Year 5	Planning and deciding	Handling applications and selections	Managing changes and transitions

All pupils are assessed in PSHE and Citizenship through Milestones and evidenced in the assessment system Evidence for Learning.

Reporting on personal social targets and citizenship takes place in the Individual Learning Plan between the pupil, parent, and form tutor.

SMSC and British Values

In all its aspects the curriculum at Woodfield provides opportunities for pupils to develop their potential academically as well personally, socially, and morally. The PSD and SMSC curriculum aims to help pupils' understanding of themselves, their behavior, their health, and development, and to develop the necessary skills and values for them to take on their future responsibilities as adults in our society. Each year the PSHE and SMSC programme contains modules of work relating to Sex and Relationship Education, Financial capability, Drugs Education, Careers, Health Education and Citizenship. The programme is primarily covered within tutor time 3 times a week. We in addition have a School Council. As a diverse community we are committed to achieving the outcomes of Every Child Matters Agenda. All policies relating to the physical and emotional well-being of every individual are monitored and evaluated annually.

Spiritual development

Students' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

Moral development

Students' moral development involves students acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

Social development

Students' social development involves students acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes needed to make an active contribution to the democratic process in each of their communities.

Cultural development

Students' cultural development involves students acquiring an understanding of cultural traditions and the ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes needed to understand, appreciate and contribute to culture

British Values

We actively promote the British values which are embedded in the PSD curriculum through ensuring that our planning and delivery in class and during assembly time, includes real opportunities for incorporating these values

Democracy

Democracy is an important value at our school. Pupils have the opportunity to have their voices heard through our School Council. The elections of members of the School Council are based on pupil votes. The School Council hold meetings where they discuss issues that are raised by the pupils and look for ways to resolve them.

The Rule of Law

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school day. Each class decides on, and respects, their own set of classroom rules and these underpin the management of the respective classes. Through assemblies and PSD curriculum we discuss the importance of rules in school and laws in society.

Individual Liberty

Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. As a school we provide boundaries for our children to make choices safely, through the provision of a safe environment and planned curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-Safety teaching and PSD lessons.

Mutual Respect:

Part of our school ethos and values are based around core Christian values such as 'respect' and 'friendship' and these values determine how we live as a community at Woodfield School. Values are highly visible around the school. Pupils are challenged if they are in anyway disrespectful and they have discussion time to reflect on their actions with the PBS team

Understanding and Respecting Different Faiths and Beliefs

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in the local community

The 9 Protected Characteristics

At Woodfield we believe strongly all our pupils gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. These are not taught as stand-alone lessons but are incorporated into our:

- Our school ethos statements, SDP, and SEF
- Our school core values
- Our school behavior policy
- Conscious role modelling by all adults in the school community
- Active engagement and communication with parents and carers

- Assemblies
- British Values themes
- Discussion within curriculum subjects, taking a cross-curricular approach
- Personal, Social, Health and Economic education (PSHE) sessions
- LGBT discussions and Protected Characteristic talks in RSE
- Sporting, Art and Cultural Events
- Pupil Voice
- Educational visits
- Our Vocational Education programme
- Guest speakers
- Extra-curricular activities, charity work and work within the local community

Whole school support for delivering PSHE

Infrastructure: This involves the building structure, the timetable, other policies and initiatives which support PSHE in the whole school.

The Building: The Building of the school will support the ethos of the school and the PSHE policy.

All classrooms are well ventilated and have enough sunlight. Each classroom has a glass door or glass panel to enable students to feel safe and secure.

All pupils will have automatic access from the classroom.

Toilets are clean and hygienic.

Anti-bacterial gels are available in toilets and in places where food is eaten.

Sinks will be available at various locations where washing hands is considered necessary such as toilets, art room, kitchen, hall and certain classrooms.

Posters on safety and where to seek help from will be put at various places in the school, including toilets.

Display boards on SMSC, positive relationships, safety, Anti-bullying and celebrating pupil success will be found all around the school.

Internet Safety will be maintained by the IT department.

Timetable: Each tutor group will have identified timetabled lessons in PSHE, out of which one is for assembly (celebrating success)

Policies which link and support PSHE:

Relationship and Sex Education

Drug Education

Child Protection

Anti-Bullying

Equalities Policy

SMSC and British Values

Initiatives

Travel Training

Healthy Schools

Key Issues

Confidentiality: drug and sex education including teenage pregnancies and STD may raise issues that are sensitive and may in some circumstances lead to disclosure.

Teachers must be aware that if a pupil discloses information in a group or privately during a PSHE lesson the discussion should be curtailed and referred to the designated safeguarding lead. Teachers should never promise confidentiality.

Equal Opportunities: every opportunity should be taken to examine attitudes, explore different roles and take responsibility. In this way pupils will learn more about

themselves and others and develop feelings of self-worth and esteem. Group work and collaborative learning provides opportunities to confront prejudices and stereotyping.

Living in a multicultural society: All materials and resources used in the delivery of the topics should reflect the multicultural community we live in. All cultural differences must be respected, attitudes examined and confronted when necessary.

ICT: wherever possible ICT should be used to support the PSHE curriculum. Word processing should be encouraged in the writing of application forms and letters to employers. Specific programmes will be available to support topic work in PSHE.

British Values and Keeping Safe –radicalisation, child sexual exploitation and knowledge and understanding of FGM will be explored with pupils when it is relevant for their age and maturity. All of these issues will be explored under our topics of 'keeping safe' within the curriculum. Theatre Groups, role plays and stories will be used to convey messages with follow up discussion.

Assessing progress within the PSHE curriculum

As the PSHE curriculum is focussed on developing skills and the direct application and reflective development of knowledge, assessments will reflect this progress. Hence assessments will allow for a range of methods to capture progress such as

Annotated photographic evidence

Video recordings

Worksheets: annotated by teachers, peers and pupils.

Teacher and peer statements

Pupil Voice

The school Council is run by elected members from each tutor group from all the key stages. The school council will work on issues identified for school development either by the members themselves or through a voting system across the school.

Student Mentors help pupils make friends and make the right decisions on the playground.

Student web portal:

This is managed by the students and over looked by the Pastoral team and PSHE leads. Here students can talk about their concerns and the student mentors or council members will make an attempt to solve their concerns. Student helpers will be taught counselling skills and be expected to apply them when needed. Complicated cases will be passed on to the relevant professionals such as the pastoral lead, Drama therapist, designated safeguarding lead as thought suitable by the PSHE lead.

Parental Involvement and PSHE

The involvement of parents in the development of our pupils is integral to the PSHE curriculum and we will use any opportunity to get parents involved in delivering the curriculum and developing the skills. For example:

1. Parents will be invited to come and discuss the RSE curriculum, give their input, understand the curriculum and look at the tools being used and the intervention workshops being offered.
2. Parents will be invited while delivering the curriculum on RSE to get families involved and help students value their families and learn about relationships and behaviours towards the family.
3. Families will also be invited to mini enterprises being run by pupils or to help in supported community jobs.

Community integration and other agency involvement:

School nurse

Connexions

Voluntary Organizations: Amy Winehouse Foundation

Opticians

Local shops and Local community

Dental Health

Review

PSHE Policy will be reviewed every two years. PSHE in KS3,4 and 5 will have a review of this new policy in the Autumn Term and any changes will be reflected in a final policy review later that year.