Somerset Council | Education Governance

Reviewing Policies and Monitoring their Impact

Maintained Schools and Pupil Referral Units

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Updates to this document

July 2026	Updated to include new requirement for a separate Allergy Safety Policy. Updated to highlight policies that must be brought to the attention of particular groups on an annual basis by the school. Some minor formatting adjustments.

Introduction

This guidance has been produced to assist all boards in maintained settings understand their role regarding school policies and to help with the key elements of the policy making process for which they are responsible.

Policy Development – getting the right policies in place
Monitoring - knowing that the policies are implemented
Evaluating – understanding the impact
Reviewing – making sure policies remain relevant and revising them as appropriate

Our guidance has also been produced to support boards in asking the right questions, to challenge themselves and the headteacher to identify what impact their policies have on improving standards.

Which policies should you have and what's their purpose?

Some policies are mandated by law, while others are recommended as best practice. For maintained schools, certain policies may be required by the Local Authority for delegation management, such as the finance policy, and this can vary depending on the Local Authority. The board is responsible for the policies that are required by law. Policies that are considered good practice are likely to be operational and may not require board involvement.

Priority will need to be given to those that are statutory and the school can identify their priorities and agree a programme for developing those that are good practice. It is important that the board remain strategic so any operational procedures (often named a policy) should not be approved by the board.

The purpose of a policy is to provide an outline of the school's approach in key areas of its work and will reference the aims and vision of the setting and how they will be achieved on a day-to-day basis. They help to provide consistency in approach.

Who is responsible for policy making?

Both the board, the headteacher and school have key roles and responsibilities in relation to policies which vary at different stages of the policy making process: -

- **Policy development –** this will be both the board and the headteacher working together in partnership to develop key policies, the headteacher is usually tasked with writing the policy. It is important for boards to be involved at an early stage in planning policies to make sure policies are an effective tool for directing the work of the school/PRU.
- **Policy Implementation** – would be the responsibility of the Headteacher to manage and for school staff to implement.
- **Monitoring, evaluating and reviewing** – The board is responsible for monitoring and evaluating policy implementation. Governors and Management Committee Members should gather and analyse information during school visits and report this to the board. The Headteacher should advise the board if policies need amending and manage staff compliance.

The role of the board in writing policies

It is not for Governors or the Management Committee members in a PRU to write policies, the expectation is that they will likely be written by a member of staff or professionals with a clear understanding of requirements i.e. Human Resources professionals regarding staff pay, appraisal and capability policies, they will have agreed these policies with relevant unions and associations and so if a board doesn't adopt and approve these policies they will have to negotiate on their own policy with the unions and associations.

This doesn't mean to say that boards don't have a role regarding policy development. Boards may well be involved in the strategic development of a policy such as the sex and relationship education policy as this has an impact on community relations and so boards may wish to be more closely involved in its development.

The DfE (Department for Education) Governance Guidance for Maintained Schools (guidance and other resources section) provides a list of statutory policies with links to relevant legislation/guidance for each. Whilst the DfE might recommend an annual review the decision when to review is often left to the board, exception would be where there is a statutory requirement for a particular review period which is outlined in the following guidance.

What should an effective policy include?

- **A statement about what the governance board wants to happen** – this will focus on what the board wishes the school to achieve.
- **How will this be achieved** – this will largely be a matter for the headteacher and staff although the board might wish to apply some limitations e.g. the board might specify that pupils should not be grouped across key stages.
- **The process for monitoring and review** –
    - The procedures and information which will be used to check how well the policy works in practice.
    - The timetable for monitoring and review.
    - Appropriate staff links are in place to keep the board informed.
    - Each policy should identify the responsible member of staff.
    - The board should establish a 'house style' for all policies to follow and policies shouldn't be too long, some will only be one side of A4.
    - All policies should include the date on which they were approved and the date they will be reviewed. If amendments are made mid-review there should be notification of the date of the amendment and if appropriate detail of the amendment.

Questions for the board to ask on the use of a school policy would be: -

- Is this policy fulfilling the purpose intended?
- Is the policy available on the school website and accessible to those who need it?
- Does the policy adhere to current legislation and local guidance/procedures?
- Has the policy been reviewed in line with our current review cycle?
- Have there been any changes to the policy and what implications have these changes had?

Monitoring Policies

The board needs to assure itself that the policy: -

- is implemented;
- achieves what the board wanted to achieve;
- remains relevant to the needs of the school/PRU.

Within the policy statement you will need to include arrangements for monitoring, evaluating and reviewing its effectiveness.

In terms of monitoring the policy should identify "**What, When and How**": -

What information is needed	Determine the key information needed to ensure the policy is implemented fairly and effectively, such as relevant data and feedback from parents, staff, and pupils. Focus only on information necessary to monitor the policy.
When information is needed	Include realistic timescale for monitoring and review; the reporting cycle will depend on the policy topic; some may be reported termly or less frequently others will require termly reports such as health and safety and safeguarding policies, whereas a report on sex education or data protection could be every 2 years. The review cycle will vary; some policies must be reviewed annually, some on a longer cycle. The DfE recommend statutory policies are reviewed annually, although for most an annual review period is not a statutory requirement.
How information is obtained	Monitoring is mainly done through reports from the headteacher or staff leads. During scheduled visits, governors may ask questions or observe policy implementation, recording their findings to report back to the board.

Evaluating policies

Having received monitoring reports, the board must use the information to understand the impact of the policy on the school and to identify the need for action when appropriate.

In evaluating policies questions to ask would be: -

- Is the implementation of the policy progressing as planned?
- Is it making a difference?
- What impact is it having on standards?
- What are the strengths and weaknesses of the policy?
- What more is being done, or needs to be done?
- Does this remove or reduce disadvantages suffered by pupils with particular protected characteristics?
- Will this affect different groups of pupils differently? If 'yes' what will you do to make sure nobody is disadvantaged?

Referring to the original aims and objectives set out in the policy statement will help to assess whether the policy is delivering what you intended.

Discussions will be had with the headteacher to reach common understanding of the issues and the action to be taken. ***Appendix C*** provides a checklist to use when evaluating policies.

Approving and Reviewing policies

Approving Policies
There are some policies and documents that **must** be approved by the full board and others that can be delegated to a committee, individual governor or member of school staff. Where approval is delegated, approval should still be reported to the board and minuted. Appendix A clarifies where approval can be delegated but **policies that must be approved at a full board for maintained schools** are:-

1. Child protection and safeguarding
2. Special Educational Needs (SEN) and Disability
3. Teachers pay
4. Admissions – for those who are admission authorities
5. Supporting pupils with medical conditions[1]
6. Careers guidance
7. Behaviour principles written statement
8. Teacher's appraisal and capability
9. Finance policy
10. Whistleblowing procedure
11. Staff Grievance procedure & Staff Code of Conduct

Strongly recommended in line with Department for Education guidance:

1. *School Uniform*
2. *Allergy Safety*

Human Resources (HR) Policies - There are also many other HR policies and procedures that the school must have in place however these should be delegated to Headteacher to be responsible for (with support from school leaders and HR guidance) and therefore will not need board approval or involvement, the board should however receive assurances that policies are in place and that staff know where to access them. Alike to any other policies that are delegated, the board should ensure that it is minuted that the board have delegated approval and adoption of all HR policies (with exception of those that need to statutorily approved by the FGB) to the Headteacher.

The Headteacher with support of admin staff in school should ensure that the school has all the HR relevant policies and procedures up to date and in place. Many will automatically adopt all the LA model policies and procedures, which include many policies and procedures under the following areas:

[1] From September 2026, schools must have a separate Allergy Safety Policy. While full board approval is not a statutory requirement, boards may wish to review and approve it alongside the Supporting Pupils with Medical Conditions Policy for consistency.

- Fairness and dignity at work (including equal opportunities policy)
- Recruitment and selection of staff (including safer recruitment)
- Induction and probation
- Maternity/parental leave
- Flexible working
- Leave
- Sickness absence
- Alcohol and substance misuse
- Disciplinary procedure
- Redundancy, redeployment and retirement procedures
- Menopause
- Travel and subsistence
- Managing allegations of abuse
- Health and safety policies

This is not an exhaustive list.

Reviewing Policies
When a policy is approved a review date should be set, however this may differ because of: -

- regular monitoring and evaluating, or
- as an outcome of a complaint, or
- change in legislation impacting on the policy.

The board may therefore decide to review a policy before the original review date.

In reviewing or approving policies, consider: -

- Why is the policy being reviewed/written? Is it in order to meet requirements or has it been amended in response to feedback?
- How has it changed?
- Has the policy been successfully implemented?
- What is the intended impact of the policy? What is the impact in the school in its current form, did it achieve what was intended?
- Are the original aims and objectives still relevant?
- Does the policy support other policies? Does it feed into the school development plan?
- Do the monitoring arrangements enable the board to understand how the policy is being implemented and what its impact has been?
- What are the views of those affected by the policy? – these could be sought in the cycle of questionnaires to staff, parents and pupils.
- Is the policy easy to understand? Has it been written in plain English?
- Is the policy promoting the equality of all pupils?
- Have children who may be protected under the Armed Forces Covenant been taken into account?
- Have obligations under the Prevent Duty been considered?

Appendix B has been provided as a template for boards to use to approve and review the policies that they have responsibility for.

Availability of Policies

It is recommended that a file, hard and/or electronic, is kept of all policies the board has responsibility for and is kept with the checklist. Some policies must be uploaded to the school website (*as stated in appendix B*) and there is no harm in uploading others apart from any directly relating to staff (pay, appraisal and capability).

During inspections, it will reflect well on the school/PRU if the policies are easily accessible.

Policy Signature

Whilst there are no fixed rules on whether policies need to be signed and by whom, it is highly recommended that the chair of the board will sign off any policy that the full board has responsibility for; or if policies have been delegated to a committee the chair of that committee could sign the policy. Where policies have been delegated to the Headteacher they should sign the policy.

Role of the Clerk

It is not the role of the clerk to write, review or approve policies. Their role is to help the board fulfil their policy-related duties by:-

- Keeping details of the policy review cycle and set the relevant agenda accordingly i.e. full board or committee.
- Obtaining the relevant policy from the headteacher or member of staff with the lead to make sure that the policy is ready for discussion and distribution prior to the meeting
- Liaise with the website administrator to ensure those policies that need publishing on the website are.
- Recording discussion and decision making regarding policy in the meeting. Taking care to note where ‘due regard’ has been given to obligations under the Public Sector Equality Duty, Armed Forces Covenant and Prevent Duty.

APPENDIX A

Statutory Policies

This document summarises information from the list of statutory policies produced by the DfE and listed in the Maintained Schools Governance Guide. *For PRUs the term governor can be replaced with member and governing body with management committee.* A table in appendix B can be used for tracking your school policies.

Policy/document * to be approved by FGB	Statutory	Statutory Review frequency	DfE recommended review frequency	Approval	Links and useful information / Statutory Guidance	Publish online
Admissions arrangements *	Yes	Arrangements to be determined annually. Any changes must be consulted on and where no changes are made, consultation is required at least every seven years		Local Authority or full governing body where the school is an admissions authority	Statutory guidance: - School admissions code - School admission appeals code Non-statutory guidance: - Summer born children school admissions	Yes
Charging and remissions	Yes	Determined by the governing body	Annual	Can be delegated by the governing body to a committee, individual governor or headteacher	Non-statutory guidance: - Charging for school activities	Yes
Data protection, privacy notices including protection of biometric data	Yes	At least every two years	Annual – (registration with the ICO is annual)	Determined by the governing body	Schools must register with the information commissioner's office. - Suggested data protection and privacy notices Data protection in schools - Guidance - GOV.UK (www.gov.uk) Useful information and videos are available from the Information Commissioner's Office (ICO) and the DfE guidance on biometric data	Yes

Policy/document * to be approved by FGB	Statutory	Statutory Review frequency	DfE recommended review frequency	Approval	Links and useful information / Statutory Guidance	Publish online
School complaints	Yes	Determined by the governing body or proprietor	Annually	Can be delegated by the governing body to a committee, a governor or the headteacher	Non-statutory guidance: - School complaints procedures	Yes
Teachers' appraisal and capability *	Yes	Determined by the governing body	Annually	Full governing body	Non-statutory guidance: - Teacher appraisal and capability model policy - Staffing and employment: advice for schools *A model policy approved by union collective agreement will be available from the Local Authority HR services for formal adoption by the board.*	No
Whistleblowing procedure *	Yes	Determined by the governing body / LA	-	Governing bodies of maintained schools are responsible for agreeing and establishing the school's whistleblowing procedure	Whistleblowing procedure for maintained schools *A model policy will be available from the Local Authority HR services for formal adoption by the board.*	
Staff grievance & Staff Code of Conduct *	Yes	Determined by the governing body in maintained schools	Annually	Full governing body	Non-statutory guidance: - Staffing and employment advice for schools *A model policy approved by union collective agreement will be available from the local authority HR services for formal adoption by the board.*	No

Policy/document * to be approved by FGB	Statutory	Statutory Review frequency	DfE recommended review frequency	Approval	Links and useful information / Statutory Guidance	Publish online
Teachers' pay *	Yes	Annual	Annually	Full governing body	Statutory guidance on pay and conditions for teachers: - Teachers' pay and conditions *A model policy approved by union collective agreement will be available from the local authority HR services for formal adoption.*	No
Finance Policy *	No	Determined by the LA	-	Full governing body	Somerset maintained schools must have a Finance Policy this keeps mandatory finance information and helpful procedures in one place. This must be review annually by the full board.	No
School attendance	Yes	Governing body free to determine	Annually	Recommended for whole board level approval Can be delegated by the governing body to a committee, or a governor	Statutory guidance: DfE guidance The Head MUST make parents, pupils & staff aware of this policy annually	Yes
Safeguarding and Child Protection *	Yes	Annually	Annually as minimum	Full governing body	Statutory guidance: - Keeping Children Safe in Education Governors are advised to be familiar with the content of this guidance, and must read it all, especially section 2 which focuses specifically on the responsibility of governing bodies, proprietors and management committees.	Yes

Policy/document * to be approved by FGB	Statutory	Statutory Review frequency	DfE recommended review frequency	Approval	Links and useful information / Statutory Guidance	Publish online
					The Board MUST make sure staff are aware of this policy annually in addition to reading part one of KCSIE	
School uniform *	Yes	Determined by the governing body	Annually	Recommended at FGB but can be delegated by the governing body to a committee	Statutory guidance: - Cost of School Uniforms (Statutory) Non-statutory guidance: School uniforms: guidance for schools (non-statutory)	Yes
Special educational needs (SEN) and disability *	Yes	Annually and any changes made to the information during the school year should be updated as soon as possible	Annually	Full governing body	Statutory guidance: - The 0 to 25 special educational needs and disability code of practice *A governor should be appointed to oversee SEND, with a Terms of Reference.*	Yes
Supporting pupils with medical conditions *	Yes	Determined by the governing body, proprietor or management committee	Annually	Full governing body	Statutory guidance: - Supporting pupils at school with medical conditions	Yes

Policy/document * to be approved by FGB	Statutory	Statutory Review frequency	DfE recommended review frequency	Approval	Links and useful information / Statutory Guidance	Publish online
Allergy Safety Policy **NEW REQUIREMENT FOR 2026**	Yes	Annual	Annual	Recommended at FGB but can be delegated by the governing body to a committee, individual governor or headteacher	Statutory guidance - Children's Wellbeing and Schools Act 2026 - Allergy safety in schools statutory guidance The Head MUST make parents, pupils & staff aware of this policy annually	Yes
Relationships and health education (primary) and relationships and sex education and health education (secondary)	Yes	Determined by the governing body	Annually	Can be delegated by the governing body to a committee, individual governor or headteacher	Statutory guidance: - Relationships and sex education (RSE) and health education	Yes
Behaviour in schools	Yes	Determined by the headteacher	Annually	Headteacher (can be delegated by the Headteacher to other staff)	Statutory guidance: - Behaviour and discipline in schools: guide for governing bodies The Head MUST make parents, pupils & staff aware of this policy annually	Yes
Behaviour principles written statement *	Yes	Determined by the governing body	Annually	Full governing body or a committee	Statutory guidance: - Behaviour and discipline in schools: guide for governing bodies	Yes

Policy/document * to be approved by FGB	Statutory	Statutory Review frequency	DfE recommended review frequency	Approval	Links and useful information / Statutory Guidance	Publish online
School exclusion	Yes	Determined by the governing body	Annually	Can be delegated by the governing body to a committee, a governor or the headteacher	Statutory guidance on the exclusion of pupils: - School Suspensions and Permanent Exclusions	No
Health and safety (including First Aid)	Yes	Determined by the governing body, proprietor or local authority	Annually	Determined by the employer	Non-statutory advice: - Health and safety advice for schools *A model policy may be available from your local authority.*	No
Premises management documents	Yes	Determined by the governing body	Annually	Can be delegated by the governing body to a committee, a governor or the headteacher	Non-statutory guidance on the documents required: - Standards for school premises - Emergency and risk management - Good estate management for schools - Asbestos management in schools - Fire safety risk assessment for educational premises.	No
Equality objectives	Yes	Every four years	Every four years	Can be delegated by the governing body to a committee, a governor or the headteacher	Schools must meet the requirements of Equality Act 2010 and Public Sector Equalities Duty Schools must also publish: - equality objectives, at least every four years (from 6th April 2012) - information to demonstrate their compliance with the public sector equality duty	Yes

Policy/document * to be approved by FGB	Statutory	Statutory Review frequency	DfE recommended review frequency	Approval	Links and useful information / Statutory Guidance	Publish online
Governors' allowances (schemes for paying)	Yes	Determined by the governing body	Annually	Can be delegated by the governing body to a committee, a governor or the headteacher	School governance regulations 2013 The governing board may wish to refer to the government's Travel - mileage and fuel rates and allowances guidance	No
Careers guidance: details of your careers programme and a provider access statement*	Yes	Annually	Annually	Full governing body	Statutory guidance Careers guidance provision for young people in schools	Yes

[Appendix B]
(SCHOOL NAME)
Policies and Documents Review Timetable

	Review Frequency (*if set in law)	Last Reviewed	Review Date	Links to this & related policies	Person / committee responsible for review	Requirement to be published on website	Is it published on the website?	
1. Admissions arrangements							✓	×
Admission Arrangements ** (see below)	Annual**					Yes		
2. Administration and data								
Charging and remissions policies						Yes		
Data protection & privacy notices	2 years*					Yes		
School complaints						Yes		
Finance Policy						No		
3. Staffing and human resources								
Teachers Performance and Capability						No		
Staff behaviour and grievance						No		
Teacher pay policy	Annual*					No		
Whistleblowing Procedure						No		
4. Pupil wellbeing and safeguarding								
Allergy Safety Policy	Annual*							
School Attendance Policy						Yes****		
Safeguarding and Child Protection policy	Annual*					Yes		
School Uniform Policy						Yes		
Special Educational Needs (SEN) and disability	Annual*					Yes		
Supporting pupils with medical conditions						Yes		

5. Relationships and Sex Education and Health Education									
Relationships and health education (primary) and relationships and sex education and health education (secondary)							Yes		
6. Behaviour									
Behaviour in Schools							Yes****		
Behaviour principles written statement							No		
School Exclusion							No		
7. Facilities									
Health and Safety policy		**					No		
Premises management documents Good estate management for schools Asbestos management in schools Fire safety risk assessment for educational premises.		See links*					No		
8. Governance									
Public Sector Equality Duty	**a) Draw up equality objectives**	Four years*					Yes		
	b) Publication of equality information	Annual*					Yes		
Governor Allowances (schemes for paying)							No		
9.Careers Guidance									
Careers guidance (years 7+)		Annual*					Yes		

*1. * Review Cycles: Those highlighted yellow show the policies that have review cycles set in law. If not specified in law, the GB is free to decide when these policies & documents are to be reviewed, and by whom. There is no requirement for most policies to be reviewed annually although the DfE might recommend this.*
*2. ** Applies to voluntary aided schools and foundation schools directly and to community and voluntary controlled schools if the local authority formally delegates the responsibility. Review frequency – arrangements to be determined annually. Any changes must be consulted on and where no changes are made, consultation is required at least every 7 years.*
*3.*** Review frequency varies and so reference to the Statutory Framework of the EYFS guidance is needed.*
*4. ****For maintained schools, the headteacher must take steps to bring the school behaviour policy and allergy safety policy to the attention of parents, staff, and pupils in writing at least once a year. These policies must also be published on the school website.*

Other policies/documents the board may consider necessary	Review period	Last Reviewed	Review Date	Links to this & related policies	Reviewed by whom?	Requirement to be published on website	Is it published on the website?	
							✓	×

APPENDIX C

Checklist for Evaluating Policies

Some sample statements are shown in italics. These are provided to illustrate style and length.

✓	To include in the policy	Points to consider
	Title and date	The title should provide a short and clear description of the policy. It needs to give an immediate indication of the policy contents to staff, governors and parents. It is best to avoid acronyms in the title. Establish a style for the titles of your school's policies and stick to it. It can be helpful to include the date the policy was completed as part of the title and date for review.
	Policy introduction	This section sets the scene for the policy. It has two main purposes: • To add authority to what is described later, showing that it is based on firm principles, wide consultation and best practice • To provide a framework for the evaluation of the rest of the policy. Do the practices and procedures described in the policy cohere with the aims and principles set out in this section?
	Purpose	This can be a single sentence. Usually the purpose of the policy is apparent, but it is worth stating it at the start of the document. This may be a good place to introduce any acronyms. *The purpose of this policy is to describe our practice in relationships and sex education and health education and the principles on which this is based.*
	Aims	This is slightly different from the purpose of the policy. If this policy and the practice outlined within it work well, what will be the effect? Focus in particular on pupils and their learning. It might be that the policy has several aims. *Our work on RSE enables our pupils* *(1) to relate well to others;* *(2) to have understanding of themselves;* *(3) to make a positive contribution in school; and* *(4) to be increasingly active citizens*.
	Consultation	Who was involved in putting this policy together? Depending on the focus of the policy you are likely to want to include all or some of the following groups: staff, pupils, parents, governors, external advisers. For each group involved, give a brief description of how and when they were consulted. This is also a good place to name the main authors of the policy. *This policy was written by Michael Vaughan, deputy headteacher and leader for RSE, in consultation with:* • *Teaching staff – during INSET day, summer 2025*

		• *Parents – via completion of questionnaire* • *Pupils – school council discussion* • *Governors – full governing body meeting, July 2026* • *Local authority adviser for RSE, July 2026*
	Sources and references	What statutory or non-statutory guidance did you use when completing this policy? List them here. *RSE exemplar policy – local authority* *Department for Education* *The statutory guidance for RSE in secondary schools*
	Policies and procedures	This section sets out what happens in school. Each sub-section should be brief but clear. This is not the place for vague aspirations; instead there should be information about what actually happens. Equally, this is not the place for detailed plans. Where further details would be helpful, they can be included as appendices to the policy. There are several ways of ordering this section of the policy: 1. Procedurally, with each action in order 2. By group responsibility: what teachers do, what staff do, and so on 3. Under a series of unrelated sub-headings Choose the approach that best fits the policy and your school's needs.
	Organisation	Are there particular timetable or grouping arrangements that need to be set out in this policy? *Across the school 2.5% of curriculum time is allocated to RSE. This amounts to about 20 hours at Key Stage 3 and 22 hours at Key Stage 4 per year.* *Time allocated for some parts of the teaching of sex, drug and some health education is accounted for in the teaching of science at both Key Stages.*
	Resources	What resources are available in school to support the implementation of this policy? How are they organised? Who is responsible for these resources?
	Assessment	Are there specific arrangements for the assessment of this aspect? *Teachers maintain a record of progress in pupils' personal and social development. A brief entry is made for each pupil each term.* *Teachers assess the pupils' responses to the tasks set in planned activities; also their responses in other lessons and across the school day.*
	Monitoring and evaluation	How will the quality of work in this area be monitored? What monitoring activities are planned and undertaken? Who is responsible for this?

	Concluding notes	The closing part of the policy sets out arrangements for its monitoring and review, and points to other documents related to the topic, as explained further below.
	Monitoring and review	Who is responsible for monitoring the implementation of the policy and for reviewing the policy? This should include governors and should give an indication of the activities that will support monitoring and review. *The governor with responsibility for RSE is primarily responsible for monitoring the implementation of this policy.* *This will be through annual discussion with the subject leader and consideration of the evidence included in the subject leader portfolio. The governor will report on this to the curriculum committee annually. The work of the subject leader will also be subject to review by the headteacher as part of our appraisal arrangements.*
	Other documents and appendices	List other policies that should be read with this one. Also, introduce any detailed appendices that are attached to the policy. *The RSE policy should be read in conjunction with our policies for curriculum, learning and assessment, and PSHE.* *There are three appendices to this policy:* *Appendix 1: list of current RSE resources* *Appendix 2: curriculum map for RSE* *Appendix 3: key vocabulary for RSE by year group*
	Governor approval and review dates	State when, and by which group of governors, this policy was last reviewed and when it is next due for review. *This policy was approved by the full governing body in September 2026. It is due for review by September 2028.*