



Relationships and Sex Education Policy

Oasis Academy Leesbrook

Updated May 2021

The aims of relationships and sex education (RSE) at our academy are to build upon the important foundational work of RSE at KS1 and KS2 and:

- Provide a framework within which sensitive discussions can take place in a safe space
- Prepare pupils for adolescence and adulthood, giving them an understanding of sexual development, sexual health and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for an adult life featuring healthy, respectful and fulfilling relationships
- Foster respect, tolerance and love for others, regardless of race, gender, religion or difference, within a framework of equality of opportunity, fairness and inclusivity

“The aim of RSE is to give young people the information they need to help them develop **healthy, nurturing relationships of all kinds**, not just intimate relationships. It should enable them to **know what a healthy relationship looks like** and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover **contraception, developing intimate relationships and resisting pressure to have sex** (and not applying pressure). It should teach what is **acceptable and unacceptable behaviour** in relationships. This will help pupils understand the **positive effects that good relationships have on their mental wellbeing**, identify when relationships are not right and understand how such situations can be managed.” DfE 2020

Statutory Requirements

As a secondary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

We are duty-bound to meet the requirements set out by the National Curriculum- including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Academies must follow the guidance outlined in the document:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The Equality Act 2010 details some key equality provisions for the delivery of education and a duty for public bodies, such as OCL, to have due regard to the need to eliminate discrimination, advance

equality of opportunity and foster good relationships between different groups (Public sector Equality Duty). There are three key elements:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation) and people who do not share it
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

Academies must also be mindful of the SEND Code of Practice when planning for these subjects

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

At Oasis Academy Leesbrook we teach RSE as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with the Regional Director and ratified

Definition of RSE

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is **not**:

- A curriculum which encourages or promotes sexual exploration and experimentation
- A curriculum which compromises faith perspectives on relationships
- An excessively liberal curriculum which exposes pupils to intimate issues before they are emotionally mature

Curriculum

Our curriculum is set out as per Appendix 1, however we reserve the right to adapt it as and when necessary in order to respond effectively to safeguarding issues.

We have developed the curriculum in consultation with the Trust, parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Secondary RSE focuses upon the following areas:

- Families
- Respectful Relationships including Friendships
- Online Relationships and Social Media
- Being Safe
- Intimate an Sexual Relationships, including Sexual Health

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

RSE is taught within our Character Curriculum (delivered in Family Time) with biological aspects delivered through the science curriculum. Some other aspects are included in the Religious Education (RE) curriculum.

Oasis Academy Leesbrook have developed a bespoke Character Curriculum which incorporates the teaching of PHSE, Citizenship, RSE, Character Virtues and elements of CEIAG into a tailor-made, developmentally thematic curriculum delivered by Family Leaders. The Character Curriculum has been developed to ensure the needs of all children at the academy are addressed appropriately.

Staff receive training to ensure that an accepting culture is maintained and understood and open, honest relationships are held between all. Pupils discuss and debate issues in a considered and sensitive fashion, showing respect for others' ideas and points of view. The curriculum is deliberate in combining key skills and knowledge along with character development and social-emotional learning. It prepares pupils for a future of their choice; promotes opportunity and diversity and meets the needs of the community it serves.

Our Commitment to Equality

Equality and inclusion are at the heart of Oasis. We have a passion to include everyone and a deep desire to treat everyone equally. We accept others for who they are and respect differences.

At Oasis Academy Leesbrook we ensure we promote equality and eliminate discrimination. Our aim is to provide an excellent education for all our students. Our way of doing this is to work hard to improve students' attainment and the standards of teaching and learning continually. At the same time, we also aim to meet the needs of the whole person and the whole community because we understand that the whole of life is education and that everyone who is part of a student's life

affects that student's understanding of life and, therefore, his or her education. In this sense, every person matters.

Our Commitment to the Equality Act 2010

The Equality Act 2010 gathers together various different pieces of equality legislation which have been developed over a number of recent years. It sets out some key equality provisions for the delivery of education and a requirement for public bodies to eliminate discrimination, advance equality of opportunity and foster good relationships between different groups. Against the background of the UK's increasingly diverse communities, Oasis recognises that this Act plays a major role in recognising the UK's historic commitment to tolerance.

The Equality Act 2010 is, therefore, an important and significant piece of legislation for Oasis because its key provisions underpin the aim of Oasis itself: an equal and inclusive society in which difference is understood and respected. This Academy is committed to meeting its obligations within the law and being a good expression of Oasis' own commitment to equality.

Our Equality Objectives

The Academy's Equality objectives outline how we are complying with the public sector equality duty, including details of how we are eliminating discrimination, improving equality of opportunity for people with protected characteristics, and involving those affected by inequality to inform our decisions on this issue. Our Academy Equality Objectives are;

1. Oasis Academy Leesbrook strive to ensure there is equality of opportunity for all pupils in all aspects of life at the academy.
2. Inclusive opportunities for all individuals are constantly developed to allow all pupils to strive to achieve their best and reach their full potential.
3. Oasis Academy Leesbrook endeavours to build strong bonds with all stake holders to ensure all barriers to learning that can hinder or exclude individuals or groups of pupils are eliminated.
4. The Oasis 9 Habits are used to inspire our pupils to ensure everyone at Oasis Leesbrook is inclusive in their actions and treat others equally. Character development, which incorporates inclusive behaviour towards others and an understanding that everyone is an equal, enable our pupils to be the very best people they can be. This is one of the core goals of students at Oasis Academy Leesbrook.

Special Educational Needs

Relationships Education, RSE and Health Education must be accessible for all students. This is particularly important when planning teaching for students with special educational needs and disabilities who represent a large minority of students in our Trust.

High quality teaching is differentiated and personalised at the starting point to ensure accessibility. Individual and/or Special educational needs are addressed using intervention to support individual needs and development, especially where there are severe developmental delays. Approaches for our SEND pupils are individualised and designed in consultation with the Inclusion Team.

Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ)

In teaching Relationships Education and RSE, we ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect.

- All of our teaching is sensitive and age appropriate in approach and content.

- Teaching students about LGBTQ is developed through fully integrated programmes of study rooted in a number of themes across the KS3 and KS4 curriculum to ensure the issue is delivered within a broader field of enquiry for deeper learning and connections.

Roles and Responsibilities

The CEO

The CEO, in consultation with the NET and CSG, will approve the SRE policy, on behalf of the Trustees. The CEO will hold Regional Directors to account for its implementation.

Regional Directors (RDs) and Principals

RDs will check that **academy leaders** ensure:

- all students make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all students with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

Staff colleagues:

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the (non-science) components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal. All class teachers are responsible for teaching RSE curriculum at Oasis Academy Leesbrook.

Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Right to be Excused

Parents and Carers

- The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.
- All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly

communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

- Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

There is no right to withdraw from Relationships Education or Health Education. However, parents have the right to request that their child be withdrawn from some or all of the non-science curriculum sex education delivered as part of statutory RSE.

- OCL expects the Principal (or Deputy) to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Also to explain the detrimental effects that withdrawal might have on the child
- Academies will document this process to ensure a record is kept.
- Once those discussions have taken place, except in exceptional circumstances, the academy should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the academy should make arrangements to provide the child with sex education during one of those terms.
- This process is the same for students with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.
- If a pupil is excused from sex education, it is the academy's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Throughout the course of the academic year delivery of the Character Curriculum is reviewed and quality assured and responsive training (CPD) is incorporated into the professional development calendar.

The Principal and Curriculum Lead will also invite visitors from outside the school, such as school nurse, to provide support and training to staff teaching RSE.

Monitoring

The delivery of RSE is monitored by the Senior Leadership Team through:

- Quality Assurance of planning through SLT Member in charge of Safeguarding
- Learning walks
- Lesson observations
- Work scrutinies
- Pupil Voice

- Staff Voice

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by Deputy Principal annually. At every review, the policy will be approved by Regional director and Principal.



Character & RSE at Leesbrook

RSE Curriculum Roadmap

This Roadmap highlights the elements of the Blended Character Curriculum that explicitly feature within the RSE Framework.

RSE links are made elsewhere in the curriculum, for example within Science (eg:reproduction) Geography (eg:world health) and RE & Philosophy (eg:Issues of Relationships).

The Character traits referred to in the RSE Framework are embedded in both the Blended Curriculum and wider school curriculum and ethos.



Year 7 The Blended Character Curriculum

Session	Focus	Curriculum Links	Session	Focus	Curriculum Links	Session	Focus	Curriculum Links
A	LIFE AT LEESBROOK		C	ANTI-SOCIAL BEHAVIOUR		E	RISKY BEHAVIOUR	
1	Organisation	L3, Character	1	The Law of the Land	Citizenship	1	Drugs	H27, H25, H26, PSHE
2	Friends	R1, R2, R9, R10, R13, RSE	2	Roles and Duties of the Police	Citizenship	2	County Lines	PSHE
3	Being a family - supporting each other	R1, R2, R14, R10, Character	3	Crime Prevention	Citizenship	3	Vaping - 'safe' smoking????	H25, H26, PSHE
4	Kindness	Character	4	Vandalism	Citizenship	4	Managing risk	H30, H31, PSHE
5	The power of our words	H6, Character	5	Petty Theft	Citizenship	5	Safety at home	H30, H31, PSHE
6	Dealing with confrontation	H4, Character	6	Knife Crime - Nationally	Citizenship	6	Safety online	L21, L22, L24, L25, L27PSHE
7	Bullying	RSE	7	Knife Crime - Locally	Citizenship	7	Safety online	PSHE
8	Assessment		8	Assessment		8	Assessment	
B	OUR RIGHTS		D	BEING KIND TO MY MIND		F	THE DREAM TEAM	
1	What is citizenship?	Citizenship, MBV	1	What is mental health?	H7, PSHE	1	The Joy of Teamwork	R15, Character
2	What are rights?	Citizenship, MBV	2	Mental health self-assessment and Articulating our emotions	H6, H7, PSHE	2	Working in a team - Leadership	R15, Character
3	The Rights of the Child	Citizenship, MBV	3	Physical health & mental health - the links	H7, H10, H13, H14, PSHE	3	Working in a team - Choosing Leaders	R15, Character
4	Our Responsibilities	Character, MBV	4	Resilience	H1, H2, H4, L3, Character	4	Listening and Responding to others	R15, Character
5	Our Responsibilities - Respecting Diversity	Character, MBV	5	Coping with change / when things go wrong	H1, H2, Character	5	Organising the job	R15, Character
6	Our Responsibilities - Caring for others	Character	6	Happy hormones - the health effects of kindness	Character	6	Communicating	R15, Character
7	"Stop the Traffik"	Citizenship	7	Mental Health Charities	H7, H8, H12, H21, PSHE	7	Building the Dream Team	R15, Character
8	Assessment		8	Assessment		8	Assessment	

Year 8 The Blended Character Curriculum

Session	Focus	Curriculum Links	Session	Focus	Curriculum Links	Session	Focus	Curriculum Links
A	RESPECTING DIVERSITY		C	ANIMAL CRUELTY		E	CONFLICT	
1	Respect - what, why and how [seeing each other as human]	H1, R13, R14, Character	1	Big Picture - Skills and Knowledge	Citizenship	1	Managing Conflict - Social Media	R19, PSHE
2	Racism - Race and Oldham	Character	2	What is animal cruelty?	L26, Citizenship	2	Cyberbullying	R19, H3, PSHE
3	Homophobia	R3, R5, Character	3	Animals and the law	L26, Citizenship	3	Gangs & County Lines	Citizenship
4	Homophobia Case Study	R3, R5, Character	4	Animals and entertainment - dancing bears	L26, Citizenship	4	Weapons Awareness	Citizenship
5	British Values	MBV	5	"This house believes" : the structure of a debate	Character	5	Prisons	Citizenship
6	Diverse Britain	R3, MBV	6	Expressing opinion through debate	R16, Character	6	Case Study - Strangeways	Citizenship
7	What is 'Britishness'?	MBV	7	Assessment - Debate: Zoos	R16, Character	7	Conflict and Mental Health	PSHE
8	Assessment		8	Assessment - Reflection	Character	8	Assessment	
B	CHANGING RELATIONSHIPS		D	DRUGS		F	THE APPRENTICE	
1	Separation and Divorce	R1, RSE	1	What are drugs?	H23, PSHE	1	Building an effective team	R15, R19, Character
2	Blended families	R1, RSE	2	The effects of drugs.	H24, H26, H27, R20, PSHE	2	Leadership	R15, L3, L4, Character
3	All shapes and sizes - modern families	R1, R10, R11, RSE	3	Why do people drink?	H24, H29, PSHE	3	Initiative	R15, L4, Character
4	DV & Childline	R2, R10, PSHE	4	Alcohol and the media	H3, PSHE	4	Problem Solving	R15, R19, Character
5	Bereavement	R21, R22, PSHE	5	Alcohol, the law and politics	H28, PSHE	5	Planning Events	R15, L5, Character
6	Being kind to our minds - managing changes in family	H7, H9, R19, R22, PSHE	6	Mental health, alcohol and drugs	H7, H11, H26, H27, H29, PSHE	6	Approaching challenges with organisation	R15, L1, Character
7			7			7		Character
8	Assessment		8	Assessment		8	Assessment	

Year 9 The Blended Character Curriculum

Session	Focus	Curriculum Links	Session	Focus	Curriculum Links	Session	Focus	Curriculum Links
A	MONEY MATTERS		C	RESPECTING OTHERS		E	HEALTHY LIFESTYLES	
1	Budgeting - spending and saving	L18, Citizenship	1	Valuing others: Why and how	H6, Character	1	Emotional Health & managing difficult emotions	H7, PSHE
2	Borrowing and paying	L15, L16, Citizenship	2	Valuing others: The impact	Character	2	Being resilient: giving and receiving feedback	H9, Character
3	Credit cards and pay day loans	L15, L16, Citizenship	3	Offending others: The impact	Character	3	Turning setbacks into success: overcoming barriers	H4, Character
4	Banks, services and payslips	Citizenship	4	What is respect? Respectful language	H8, Character	4	Homelessness and runaways	Citizenship
5	Tax, insurance and pensions	Citizenship	5	Sexuality: Respecting those who are different to us	R3, R4, R5, Character	5	Manchester and homelessness	Citizenship
6	Mental health and money	L17, Citizenship	6	Religion & Culture: Respecting those who are different to us	R3, Character	6	Tattoos and piercings	H31, PSHE
7	Seeking help when it goes wrong	H21, L19, L27, Citizenship	7	Respecting our community: showing pride in our environment	Character, MBV	7	Dying for a tan?	H19, H31, PSHE
8	Assessment		8	Assessment		8	Assessment	
B	RESPECT: YOU AND YOUR BODY		D	A RIGHT TO LIFE		F	WHAT IS POLITICS????	
1	Respecting your body	H9, PSHE	1	The Big Picture: Skills and knowledge	Character	1	Our right to vote	Citizenship / MBV
2	Body image	H3, PSHE	2	Human Rights	Citizenship, MBV	2	The main political parties	Citizenship
3	Eating disorders - Boys	H11, PSHE	3	A life for a life? In favour of the death penalty	L26, Citizenship	3	MPs	Citizenship
4	Eating disorder - girls	H11, PSHE	4	Amnesty Int: Against the death penalty	L26, Citizenship	4	How do elections work?	Citizenship
5	Self harm and seeking help	H11, H12, PSHE	5	Presenting: Voice and Body Language	L1, Character	5	Leaders in politics	Character
6	STIs and contraception	H21, H31, H35, H36, RSE	6	Presenting: Structure	R16, Character	6	The Monarch	Citizenship
7	HIV and AIDS	H36, RSE	7	Presenting: Organising your ideas	L1, Character	7	Does it really work?	Citizenship
8	Assessment		8	Assessment		8	Assessment	

Year 10 The Blended Character Curriculum

Session	Focus	Curriculum Links	Session	Focus	Curriculum Links	Session	Focus	Curriculum Links
A	MENTAL WEALTH		C	REAL LOVE ROCKS		E	FUTURES	
1	What is Mental Wealth?	H5	1	Relationships in our lives: School, work, family, friends, romance	H4, H26, R1, R4	1	Skills for Success	L1, L2,
2	Mental Ill-Health and Stigma	H5, H8	2	Rights, responsibilities and respect in relationships	R9	2	It's OK not to know! How careers work in the 21 st Century	L3, L6, L5, L10, GB1
3	ACE's -	H8	3	FGM and Honour Violence	R3, R33	3	Having the edge: Soft Skills	L1, L6, GB1
4	Managing Changes with Positivity	H6, H9	4	Peer on Peer Abuse	R3, R19	4	Post 16: BTECs and T Levels	L4, L5, L6, GB7, GB1
5	A perfect storm? Anxiety, stress and depression	H2, H8, H9	5	Harassment and Upskirting	R3, R16	5	Post 16: A Levels and Apprenticeships	L4, L5, L6, GB7, GB1
6	Happiness - The Secret Recipe	H7, H13	6	Grooming	R30, R31	6	The Labour Market: Locally	L7, GB2
7	Diet, exercise and self-care	H2, H7, H11	7	Coercive and abusive relationships [Disrespect No Body)	H4, R3, R28, R29, R30, R31	7	The Labour Market: Nationally	L7, GB2
8	Assessment		8	Assessment		8	Assessment	
B	MENTAL WEALTH II		D	REAL LOVE ROCKS II		F	FUTURES II	
1	Mindfulness	H7	1	When the time is right - different perspectives on sex in relationships	R10	1	College Life	
2	Mental Wealth and the Internet	H2, H7, H12, H23	2	Consent	R18	2	Balancing work and studies	H
3	Mental Wealth and Drug Use- from Prescription to Class As	H19, H20	3	Contraception I	R23	3	University	L4, L5, L6, GB7
4	Mental Wealth and Body Image	H2, H3, H9	4	Contraception II	R23	4	Writing a CV	L10, GB1
5	Seeking Support - Charities, Self-Help, Therapy and Friends	H7, H13	5	Healthy relationships online	R14, R15	5	Writing a Personal Statement	L10, GB1
6	"Never Sad" - Is there such a thing?	H5	6	Sexting and Texting: The law and your rights	R3, R14, R15, R22	6	Smashing the Interview! First impressions, honesty and honouring yourself	GB1
7			7	Accessing help and support	H4, H7, R7, R13, R17, R31, R32	7	Assessment	
8			8	Assessment		8		

Year 11 The Blended Character Curriculum

Session	Focus	Curriculum Links	Session	Focus	Curriculum Links	Session	Focus	Curriculum Links
A	THE TRUTH ABOUT SEX I		C	LIFE FOR BEGINNERS I		E	THE END GAME	
1	Everyone's Doing It? The truth about sex	R21	1	Independent Living: The Basics - Prioritising and Budgeting	L17, L18	1	Being kind to our bodies - Sleep and Diet	H2, H8, H11
2	Pleasure and Respect in Romantic Relationships	R1, R11, R12, H4, H26	2	How To: Rent a Property		2	Being kind to our brains - Revision and Rest	H2, H8, H11
3	The Problem with Pornography	R8	3	How To: Get Services (Gas, Electricity, Water).	L17, L18	3	Being kind to our minds - Balance and Diversion	H2, H8, H11
4	Diversity in Relationships: Sexuality, Gender Identity and Sex	R5, R6	4	How To: Get Broadband, TV and Mobile	L17, L18	4		
5	Sexual Health: STIs	H28, H29	5	How To: Apply for Support	L19, L20	5		
6	Sexual Health: HIV	H28, H29	6	How To: Keep your identity safe	H22, L22, L23, L26, L25	6		
7			7			7		
8	Assessment		8	Assessment		8		
B	THE TRUTH ABOUT SEX II		D	LIFE FOR BEGINNERS II		F		
1	Sexual Health: Unplanned Pregnancy	H30, H33, R24, R25, R26, R27	1	How To: Use the NHS	H14, H15	1		
2	BPAS	H30, H33	2	How To: Keep an eye on your health (self-checking; screening).	H16, H17	2		
3	The Brook	H29, R7	3	How To: Manage a Health Emergency	H23, H24	3		
4	Alcohol, Drugs and Sex	R20	4	How To: Seek support for addiction	H25, H8, L19	4		
5	CPOMS Issue 1	TBC	5	How To: Interpret the Media	H18	5		
6	CPOMS Issue 2	TBC	6	How To: Participate Positively and Vote	Citizenship, MBV	6		
7			7			7		
8	Assessment		8	Assessment		8		

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Year group	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL



Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. e.g. Joe will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom