



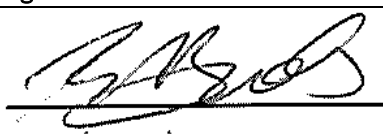

Barking Abbey School

Citizenship and Relationships and Sex Education and Health Education Policy

Policy Adoption

| Date | Reviewed/Adopted by | Next review date | Review Frequency |
|---------------|---------------------|---|------------------|
| December 2019 | Full Governing Body | December 2020 – postponed until February 2020 | Annually |
| March 2021 | Full Governing Body | Spring Term 2022 | Annually |
| February 2022 | Full Governing Body | Spring Term 2023 | Annually |

Governing Body Approval

| Signed | Title |
|---|--------------------|
|  | Chair of Governors |
|  | Headteacher |

1. School Background Information

| | | |
|-----|--|---------------|
| 1.1 | Type of School | Secondary |
| 1.2 | Member of Healthy Schools Scheme since | 2009/10 |
| 1.3 | Average No. on roll | 2200 |
| 1.4 | No. of classes in year | 12 |
| 1.5 | Ethnic Breakdown | Multicultural |
| 1.6 | Gender | Mixed |

2. Key contacts

| | | |
|-----|--------------------|-----------------------------------|
| 2.1 | Safeguarding Lead: | Jamie Gibson and Stephanie Gibson |
| 2.2 | RSE Lead: | Naznin Bawla |
| 2.3 | Lead Governor: | Rosaline Daisy |

3. Dissemination

Key information from this policy will be incorporated into the following documents where appropriate:

- 3.1 School Handbook / Prospectus
- 3.2 Staff Handbook / Induction materials
- 3.3 Governor Handbook / Induction materials
- 3.4 Pupil documentation

4. Purpose of Citizenship Policy

Rationale

Citizenship gives pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights, through the principals of Every Child Matters. It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom. It encourages pupils to play a helpful part in the life at their school, neighbourhood, communities and the wider world. It also teaches them about our economy, democratic institutions and values; encouraging respect for different national, religious and ethnic identities; and develops pupils' ability to reflect on issues and to take part in discussions.

Purposes

- Raise the aspirations, achievements and progression opportunities for young people in all sectors of education, training and employment
- Encourage the active participation of students in their local communities
- Empower young people to enable them to engage with and influence issues of local concern
- Citizenship education has a vital role in developing young people to actively engage in the local, national and international community that they belong to.

Guidelines

- Citizenship education is the development of these key aspects
 - Pupils' knowledge and understanding about being informed citizens by gaining:
 - Skills of enquiry and communication through;
 - Participation and responsible action
- Citizenship will be taught by three members of the PDC department (specialists) plus a number of other staff members
- Citizenships will also permeate through many other subject: Humanities, Sciences, Maths, Music, Drama, Languages and Physical Education
- Citizenships will also take place in our community projects, fund-raising events, sponsored charities, Head of House Ambassadors and Junior Leadership Team
- Citizenship will enhance the Personal, Social and Health Education and be taught as 'PDC'

5. Purpose of RSE Policy

This policy has been written as a statutory requirement and to:

- 5.1 Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE
- 5.2 Give information to parents and carers about what is taught and when
- 5.3 Give parents and cares information about their involvement with RSE
- 5.4 Give a clear statement on what the school aims to achieve form RSE and why it thinks RSE is important
- 5.5 Clarify the content and manner in which RSE is delivered

This policy should be read in conjunction with the school:

- Citizenship Policy
- Safeguarding Policy
- Behaviour/Anti-Bullying Policy
- Online Safety Policy
- Equalities Policy
- SEND Information Report

6. How the Policy was developed

This policy was developed as part of the statutory responsibility by the school governors in consultation with pupils, staff, parents and carers and wider community partners e.g. school nurse and other health professionals. The school has also taken and followed specific guidance from the Local Authority and the PSHE borough adviser in relation to all aspects of this policy.

7. Legislation

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships and Sex Education and Health Education statutory in all Secondary schools. This new guidance replaces the DfE Sex and Relationships Education Guidance from

2000. The guidance will become mandatory in September 2020, but schools are advised to start following it from 2019. Expectations on Secondary schools are as follows:

- 7.1 Relationships and Sex Education will be compulsory in all Secondary Schools (or those pupils receiving Secondary Education) – this includes academies, free schools and independent schools
- 7.2 Health Education will be compulsory in all Secondary Schools (or those pupils receiving Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools

8. Aims of RSE

- Build their confidence and self-esteem
- Move with confidence from childhood through adolescence into adulthood
- Develop confidence to talk, listen and think about feelings and relationships
- Understand the reasons for delaying sexual activity
- Understand human sexuality
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Develop maturity by gaining accurate knowledge and understanding about sexuality and relationships
- Respect themselves and others
- Prevent and remove prejudice.
- Recognise when they and others are at risk and equip them with the skills, strategies and language they need to take appropriate action
- Develop personal responsibility for one's actions
- Know where to get confidential advice and support
- Support and help our students through their physical, emotional and moral development

9. Moral and Values framework

The RSE programme at Barking Abbey School reflects the school ethos, demonstrates, and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility towards their family, friends, school and wider community

Equal Opportunities Statement

The school is committed to the provision of SRE to all of its students. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and

provision is allocated for all groups but there may be occasions where students with Special Educational Needs are given extra support from staff.

Working with Parents

Parents and carers welcome information about the teaching materials used and the topics covered in SRE. All lessons and teaching materials can be requested via the Head of PDC (Miss N Bawla). Homework tasks and feedback on student progress provide opportunities for dialogue about SRE between children, parents and carers and school.

Confidentiality

PDC teachers remind students of the boundaries of their legal and professional roles and responsibilities during the first lesson of SRE while setting ground rules. Teachers cannot offer or guarantee confidentiality.

Monitoring SRE

The emphasis within this area is for students to have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil's self-esteem and self-awareness. Evaluation tasks used include:

- Personal review continuums
- Reflection and evaluation letters
- Review sheets/quizzes
- Surveys

Evaluating SRE

Students' feedback is used to improve the content and teaching and learning of SRE. The programme is evaluated regularly within departmental meetings, through lesson observations and issues discussed with a broader range of colleagues at Local Authority network meetings.

Working with the Wider Community

Delivery of SRE at Barking Abbey School is enhanced by our links with the following groups and organisations:

- Christopher Winter Project - A training and consultancy company. Established in 1995, CWP has extensive experience of providing excellent quality sex and relationships education. Its core work is the provision of in-class continuing professional development for teachers in the delivery of SRE
- ARC Theatre Company - The company tackles sensitive subjects using theatre as a catalyst for debate. Exploring the causes and consequences of high-risk behaviour, peer pressure, choices and responsibilities
- Subwize - Subwize is a vibrant, community-facing young people's drug and alcohol service delivered by WDP in partnership with Mentor UK
- Chameleon PDE - This will help the school to develop an effective whole-school approach to PDC

All people entering Barking Abbey School to help deliver SRE are made aware of, and abide by, this policy.

RSE supports and guides children and young people in lifelong learning about relationships, emotions, and the human biology of sex, sexuality and sexual health. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

RSE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation

10. Content and Organisation of the Programme

10.1 Timetable allocation: 1 x 55 minute lesson per week

10.2 Groupings: Mixed gender and ability

10.3 Staff Involved: A specialist team of PDC teachers teach SRE. The aim is to deliver SRE in a mixed and single gendered environment. However, this is not always possible due to staffing issues. It is important to note that where outside visitors help to deliver RSE they are not there to replace teachers but to enrich existing programmes by supporting the school

10.4 Where taught: Dedicated PDC (Citizenship and PSHE) lessons once a week

10.5 Curriculum Content: The PDC department uses the PSHE Programme of Study 2020-21 provided by the PSHE Association and endorsed by the Department of Education. Please see topic overview below. The biological aspects of human sexual behaviour are covered as part of the Science curriculum

| Year group | Relationships and Sex Education | Health Education | Citizenship |
|------------|---------------------------------|---|---|
| 7 | | Mental and Emotional Wellbeing: <ul style="list-style-type: none"> ● Friendships ● When friendships need help ● Self-esteem Online Safety: <ul style="list-style-type: none"> ● Bullying and cyberbullying Growing Up: <ul style="list-style-type: none"> ● Legal and illegal drugs ● Cannabis ● What happens during puberty? ● Myths and facts about puberty | British Values: <ul style="list-style-type: none"> ● What are British Values? ● Freedom of Speech ● Extremism and terrorism Challenging Homophobia: <ul style="list-style-type: none"> ● LGBT – what does it all mean? ● Myths and facts ● Why are our words so powerful? How can we challenge homophobic language? |

| | | | |
|----|--|---|--|
| | | <ul style="list-style-type: none"> Personal hygiene including oral health and prevention of infection | <ul style="list-style-type: none"> Development of LGBT+ rights What can we do to work towards equality for LGBT+ people? Taking Action to challenge Homophobia <p>Power, Politics and Us:</p> <ul style="list-style-type: none"> Power, politics and us Vote for us Election day Parliament Silent debate <p>Money Sense:</p> <ul style="list-style-type: none"> Credit or debt Keeping my finances secure Enterprise |
| 8 | <p>SRE:</p> <ul style="list-style-type: none"> Friendship v relationship Showing affection Sexting Questions about sex/myths and facts Help and advice including condom demonstration | <p>Drugs:</p> <ul style="list-style-type: none"> Situations involving drugs, alcohol and tobacco Effects of drugs Getting help and advice <p>FGM:</p> <ul style="list-style-type: none"> Understanding what FGM is Getting help and advice | <p>Refugees and Asylum Seekers:</p> <ul style="list-style-type: none"> Refugees Journey to safety How does it feel? Myths and facts Where have asylum seekers come from and why? Sharing our learning <p>The Media:</p> <ul style="list-style-type: none"> Types of media What makes the news? Who is renting our eyeballs? Media stereotypes Fake news Silent debate <p>Think Global, Act Local:</p> <ul style="list-style-type: none"> Get global Causes and solutions of our chosen issue Choosing our action Taking action <p>Money Sense:</p> <ul style="list-style-type: none"> Understanding payslips and deductions Staying in control Money choices and mental wellbeing |
| 9 | <p>SRE:</p> <ul style="list-style-type: none"> Recognising and managing risk Reasons to have sex or delay it Protection/contraception STI's Aspirations | <p>Drugs:</p> <ul style="list-style-type: none"> Exploring views about drugs Contact with the law Binge drinking Risky behaviour | <p>GCSE Citizenship</p> <p>Money Sense:</p> <ul style="list-style-type: none"> Borrowing money Insurance Planning for retirement |
| 10 | <p>SRE:</p> <ul style="list-style-type: none"> What is sex and why do people have it | <p>Drugs:</p> <ul style="list-style-type: none"> Consequences of drug use Choices and consequences | <p>GCSE Citizenship</p> <p>Money Sense:</p> |

| | | | |
|-----------|--|---|---|
| | <ul style="list-style-type: none"> • Consent • Safe(r) sex • Accessing sexual health services • Where do you learn about sex | <ul style="list-style-type: none"> • Influences on our behaviour • Sexual consequences • Impact on society | <ul style="list-style-type: none"> • Education and job choices • Financial risk and rewards • Identity theft and fraud |
| 11 | SRE: <ul style="list-style-type: none"> • Relationship abuse • Consent • Exploitation | Drugs: <ul style="list-style-type: none"> • Drugs on trial • CBD • Shisha • Vaping | GCSE Citizenship |

See our website for our Citizenship and PSHE Education Curriculum Overviews –
<https://www.barkingabbeysschool.co.uk/curriculum/pdc-and-citizenship/>

| Year group | Curriculum Content |
|-------------------|---|
| KS3 – 7 | Autumn 2: Reproduction Spring 2: Health |
| KS4 – 9 | <u>Health, disease and the development of medicines: The relationship between health and disease</u> Triple Science – Autumn 2 Combined Science – Spring 1 <u>Coordination and control: Principles of hormonal coordination</u> Combined Science – Autumn 2 <u>Health, disease and the development of medicines: Communicable diseases</u> Triple Science – Autumn 2 Combined Science – Autumn 2 |
| KS4 – 10 | <u>Coordination and control: Control in humans and contraception</u> Triple Science – Spring 1 <u>Evolution, inheritance and variation: Sex determination in humans</u> Triple Science – Spring 2 Combined Science – Spring 2 |
| KS4 – 11 | <u>Coordination and control: Hormones in human reproduction and contraception</u> Combined Science – Autumn 1 |

See our website for our Science Curriculum Overviews –
<https://www.barkingabbeysschool.co.uk/curriculum/science/>

9.6 How taught:

Ground Rules

Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships. To ensure a safe environment in which student do not feel embarrassed or anxious ground rules are developed with each individual class. Although the rules may vary PDC teachers ensure the following points are included:

- Formal language;
- No one will be asked personal questions (student or teacher)
- No one will be forced to take part in discussions
- Distancing techniques must be used in discussions e.g. ‘someone I know.’

Advice to Individual Students

Teachers in this school do not give individual advice on contraceptives or other aspects of sexual behaviour. In circumstances where a pupil is considered at risk the teacher would seek advice from either the school's Safeguarding Team. The school counsellor and school nurse is also able to offer information to students on how they can access appropriate health/counselling services.

Dealing with Questions

It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate. Students' questions are answered according to the age and maturity of the student concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their professional skills and discretion in this area and refer to the designated person for Child Protection/Safeguarding if they are concerned.

Health Advisor

The school nurse backs up information on puberty seeing both the boys and the girls separately in single sex sessions. Working with the co-ordinator this provides extra special time for single gender group work.

When available, the Health Advisor;

- Supports teaching and learning in SRE lessons
- Organises drop-in sessions at break and after school
- Complements teaching by offering lunchtime sessions on particular topics e.g. periods
- Provide specific and up-to-date knowledge about sexual health, well-being and contraception.

Health professionals are bound by their professional codes of conduct to maintain confidentiality. When working in the classroom they are also bound by relevant school policies. Outside the teaching situation our Health Advisor can:

- Give one to one advice or information on health related matter including contraception
- Contraceptive distribution;
 - Contraceptives are available to Key Stage 5 students only. Borough organisations such as Come Correct support staff to issue the C Card, distribute condoms and screen for Chlamydia. Key Stage 4 students are aware of the local services which provide the C Card.

Teaching and Learning

Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism. In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, interactive CD ROMS, the Internet and visits by theatre groups.

11. Being an Inclusive School

Controversial and Sensitive Issues

- Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law.
- Topics are presented using a variety of views and beliefs so that students are able to form their own, informed opinions but also respect others that may have different opinions. different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour. Some children may have a different structure of support around them (for example: looked after children or young carers)

Sexual Identity and Sexual Orientation

- Barking Abbey School believes that SRE should meet the needs of all students regardless of their developing sexuality. All SRE lessons are inclusive of all sexualities. Homophobic bullying is dealt with strongly yet sensitively. The expectation of inclusiveness is rooted in from Year 7 where pupils study the topic of 'Challenging Homophobia'. This reinforces British law and fundamental values of Respect and Tolerance from a Citizenship perspective. The lessons are sequenced as follows:
 - LGBT+ - what does it all mean?
 - Myths and facts
 - Why are our words so powerful? How can we challenge homophobic language?
 - Development of LGBT+ rights
 - What can we do to work towards equality for LGBT+ people?
 - Taking Action to challenge Homophobia

This sets the foundation of zero-tolerance to homophobic behaviour and ensures the year-on-year spiral curriculum includes scope for discussion around the LGBT+ community. Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds. Some pupils and staff will identify as LGBT+. Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.

12. Meeting the Needs of SEND Pupils

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

13. Confidentiality Statement

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

14. Assessing RSE and Monitoring the Programme

The RSE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupils progress
- Recommending targets for whole school development
- Evaluation of the programme will be made by assessing, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.

15. Teachers' Responsibilities

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of RSE, all those contributing to the programme are expected to work within the aims listed above.

16. Training staff to deliver RSE

It is important that staff delivering RSE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

17. Engaging Parents/Carers and the Right to Withdraw from Sex Education

On entry to the school, parents are invited to read the RSE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RSE learning. Parents are kept informed about the content of the programme.

Up until September 2020 parents/carers have a right to withdraw their child from those aspects of Relationships and Sex Education that are not included in the statutory science curriculum. From September 2020 parents/carers have the right to withdraw their child from Sex Education that does not fall under the science curriculum – this is up until three terms before the child turns 16.

After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. From September 2020 parents/carers do not have the right to withdraw their child from lessons on Relationships or Health Education.

The sex education lessons that we deliver are:

| Year group | Sex Education |
|------------|--|
| 7 | N/A |
| 8 | <ul style="list-style-type: none"> • Questions about sex/myths and facts |
| 9 | <ul style="list-style-type: none"> • Reasons to have sex or delay it |
| 10 | <ul style="list-style-type: none"> • What is sex and why do people have it • Safe(r) sex |
| 11 | N/A |

We will take every opportunity to inform and involve parents/carers:

1. By making our commitment clear in the school handbook/brochure
2. By inviting parents/carers to discuss personal development when their child enters the school
3. By inviting parents/carers to a meeting to discuss SRE in the school

Every September Barking Abbey School informs students about SRE via their PDC lesson and in the school newsletter. If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the Head Teacher and then a request for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher. Withdrawal letters are only valid for the current year. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education in a separate study area.

18. Answering pupils' questions

We encourage curiosity in children as it is an important part of their learning and children ask questions related to RSE both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to RSE outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. Children who don't have their questions answered may look to other sources for information, such as the internet.

19. Working with the Wider Community

The following individuals were consulted in the development of this policy:

- Head of Science department (Caroline Maloney)
- Health professionals
- Community and/or faith leaders
- Borough PSHE lead

20. Disseminating and Monitoring the RSE Policy

A copy of this policy will be supplied to all staff and governors and included within the staff handbook. A full copy will be published on the school website and made freely available to parents on request and if appropriate a summary will be published in the school prospectus. Copies will also be supplied to other professionals whose work relates to RSE or who may be involved in its delivery.

20.1 Frequency of monitoring

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20.2 Review to reflect current good practice

.....

20.3 Review to reflect new legislation

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20.4 Date of next review

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Written by: Naznin Bawla

Role: Head of PDC (Citizenship and PSHE)

Date Agreed:

Next Review Date:

The guidance should be read in conjunction with:

- [*Keeping Children Safe in Education*](#) (statutory guidance) (2019)
- [*Respectful School Communities: Self Review and Signposting Tool*](#) (a tool to support a whole school approach that promotes respect and discipline) (2018)
- [*Behaviour and Discipline in Schools*](#) (advice for schools, including advice for appropriate behaviour between pupils) (2016)
- [*Equality Act 2010 and schools*](#) (2010)
- [*SEND code of practice: 0 to 25 years*](#) (statutory guidance) (2015)
- [*Alternative Provision*](#) (statutory guidance) (2013 – updated 2016)
- [*Mental Health and Behaviour in Schools*](#) (advice for schools) (2018)
- [*Preventing and Tackling Bullying*](#) (advice for schools, including advice on [*cyberbullying*](#)) (2017)
- [*Sexual violence and sexual harassment between children in schools*](#) (advice for schools) (2018)
- [*The Equality and Human Rights Commission Advice and Guidance*](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [*Promoting Fundamental British Values as part of SMSC in schools*](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) (2018)
- [*National Citizen Service*](#) guidance for schools (2017)

Appendix 1

Parent form for withdrawal from Sex Education within RSE

| TO BE COMPLETED BY PARENTS | | | |
|--|--|-------|--|
| Name of child | | Class | |
| 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 | <i><u>Include notes from discussions with parents and agreed actions taken.</u></i> <i><u>For example, Joe Bloggs 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</u></i> |
| | |