

Relationships and Sex Education (RSE) policy



Bourn Church of England Primary Academy

Approved by: Laura Latham / FGB **Date:** February 2021

Last reviewed on: February 2021

Next review due by: February 2022

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development 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

We hope that in providing the children with an open and honest education in RSE, our children will feel comfortable in being who they want to be without fear of judgement. We will ensure that all lessons are taught in the spirit of friendship and understanding and encourage children to have the courage to express their thoughts and feelings

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

At this school we teach RSE as set out in this policy.

3. 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 – PSHE co-ordinator pulled together all relevant information including relevant national and local guidance and met with Cambridgeshire Adviser.
2. Staff consultation – Professional development meeting, where all staff were consulted on the content of the curriculum and where to find guidance and teaching materials.
3. Parent/stakeholder consultation – Parents/Carers were sent a letter outlining the rationale for the curriculum and the key questions and vocabulary for each year group. This was followed up by a Question and Answer Zoom session with the Co-ordinator & Headteacher.
4. Pupil consultation – we investigated what exactly pupils want from their RSE Autumn 2020
5. Ratification – once amendments were made, the policy was shared with Governors and ratified.

4. Definition

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how

to treat each other with kindness, consideration and respect. RSE is **not** about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out in Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum using the Cambridgeshire PSHE Service, and have consulted with 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 don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by their class teacher, who knows them well.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

All class teachers from Year 1 to Year 6 are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/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 headteacher.

The names of current class teachers can be found on the school website.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

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

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE, as appropriate.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Co-ordinator & Pastoral Lead through:

- planning scrutiny,
- learning walks,
- book scrutiny
- reviewing assessment

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by PSHE Co-ordinator annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Foundatio n	Beginning & Belonging	Family & Friends Anti-bullying	Me & My World Identities & Diversity	My body & Growing Up (RSE) Keeping Safe	My Emotions Healthy Lifestyles	Managing Change Preparation for moving up to Y 1)
Year 1	Beginning & Belonging	Family & friends Anti-bullying	Working Together	Growing and Changing 1 (Relationship & Sex Education) Managing Safety & Risk	Digital Lifestyles	Managing Change
Year 2	Rights, Rules and Responsibilities	My Emotions Anti-bullying	Diversity & Communities	Growing and Changing 2 (Relationships & Sex Education) Personal Safety	Healthy Lifestyles Drug Education	Financial Capability Managing Change
Year 3	Beginning & Belonging	Family & friends Anti-bullying	Diversity and Communities	Growing and Changing 3 (Relationships & Sex Education) Managing Safety & Risk	Digital Lifestyles	Managing Change
Year 4	Rights, Rules and Responsibilities	My Emotions Anti-bullying	Working together	Growing and Changing 4 (Relationships & Sex Education) Personal Safety	Healthy Lifestyles Drug Education	Managing Change Financial Capability
Year 5	Beginning & Belonging	Family and Friends Anti-bullying	Diversity and Communities	Growing and Changing 5 (Relationships & Sex Education) Managing Safety & Risk	Digital Lifestyles	Managing Change Financial Capability

Year 6	Rights, Rules and Responsibilities	My Emotions Anti-bullying	Working Together	Growing and Changing 6 (Relationships & Sex Education) (HSL20 SR5) Personal Safety	Healthy Lifestyles Drug Education	Managing Change
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Relationships and sex education key questions and suggested resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES (ON ORDER) SOME LINKS TO RESOURCES HAVE BEEN PROVIDED, PLEASE REVIEW ALL OF THESE BEFORE YOU SHARE WITH PUPILS
Foundation	Spring 2	<p>My Body & Growing Up F</p> <ul style="list-style-type: none"> • What does my body look like? • How has my body changed as it has grown? • What can my body do? • What differences and similarities are there between our bodies? • How can I look after my body and keep it clean? • How am I learning to take care of myself and what do I still need help with? • Who are the members of my family and trusted people who look after me? • How do I feel about growing up? 	<ul style="list-style-type: none"> • Bein' with You This Way W. Nikola-Lisa (https://www.youtube.com/watch?v=zI_uD7pqsj0) • From Head to Toe Eric Carle (https://www.youtube.com/watch?v=OIx72q0UdA) • Eyes, Nose, Fingers and Toes Judy Hindley (https://www.youtube.com/watch?v=OQkUhijF41I) • You'll Soon Grow into them Titch Pat Hutchins (https://www.youtube.com/watch?v=jrpOgXGqcvw) • The Last Noo- Noo Jill Murphy (https://www.youtube.com/watch?v=JXDK0be85es) • I Don't Want to Wash My Hands Tony Ross (https://www.youtube.com/watch?v=DQRYfaFIY8A) • Time to Get Out of the Bath Shirley John Burningham (https://www.youtube.com/watch?v=v_w-X1Z51aU) • Cleversticks Bernard Ashley (https://www.youtube.com/watch?v=EgOpnpvzUzA) • Peepo Janet and Allan Ahlberg (https://www.youtube.com/watch?v=H_3bRQFs7Sc) • The Big Book of Families – Mary Hoffman & Ros Asquith – touches on same sex parents, adoption, blended families (https://www.youtube.com/watch?v=UbQ8_S-cBvA) • Lets talk about Girls, Boys, Babies, Bodies (School library, PSHE box) • Families and Friends, Robie Harris

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Year 1	Spring 2	<p>Changing and Growing 1 (Sex and Relationships 1)</p> <ul style="list-style-type: none"> • What are the names of the main parts of the body? • What can my amazing body do? • When am I in charge of my actions and my body? BS • How can I keep my body clean? • How can I avoid spreading common illnesses and diseases? 	<ul style="list-style-type: none"> • External male and female body outlines • Body part labels • Scientific word cards • NSPCC's Pants Rule (https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/) • Hygiene situations sheet • Catch it, Bin it, Kill it rhyme • Hygiene match cards • 'Let's grow with Nisha and Joe' (comic, saved in resources folder) • Dr Dog by Babette Cole – smoking (https://www.youtube.com/watch?v=oT3so_iVpC4) • BBC Bitesize Human Body https://www.bbc.co.uk/bitesize/topics/z9yycdm/resources/1 • The Big Book of Families – Mary Hoffman & Ros Asquith – touches on same sex parents, adoption, blended families https://www.youtube.com/watch?v=UbQ8_S-cBvA

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Year 2	Spring 2	<p>Changing and Growing 2 (Sex and Relationships 2)</p> <ul style="list-style-type: none"> • How do babies change and grow? (Statutory NC Science Y2) • How have I changed since I was a baby? (Statutory NC Science Y2) • What's growing in that bump? (NC Science) • What do babies and children need from their families? • Which stable, caring relationships are at the heart of families I know? • What are my responsibilities now I'm growing up? 	<ul style="list-style-type: none"> • Babies to adults work sheet • Magazines/newspapers for pictures of people of different ages • 'The World is Full of Babies' book (https://www.youtube.com/watch?v=Tlc2ZUUmncI) • Hi New Baby book, Robie H Harris • Just like you did book, Marjorie Newman • 'I want my tooth' Tony Ross https://www.youtube.com/watch?v=7mKfxqWFW1Y • Timeline to put pictures on • 'Mog and the Baby' book (https://www.youtube.com/watch?v=5X-BsL3-zqw) • BBC Bitesize Human Body https://www.bbc.co.uk/bitesize/topics/z9yycdm/resources/ • The Big Book of Families – Mary Hoffman & Ros Asquith – touches on same sex parents, adoption, blended families • Twinkl unit – Year 2 Growing Up • NSPCC's Pants Rule (https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/)

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Year 3	Spring 2	<p>Changing and Growing 3 (Sex and Relationships 3)</p> <ul style="list-style-type: none"> • How are male and female bodies different and what are the different parts called? • When do we talk about our bodies, how they change, and who do we talk to? • What can my body do and how is it special? • Why is it important to keep myself clean? • What can I do for myself to stay clean and how will this change in the future? • How do different illnesses and diseases spread and what can I do to prevent this? 	<ul style="list-style-type: none"> • Draw the difference work sheet • Adult male and female body images • Body part labels • Dirtie Bertie – Catch it, Bin it, Kill it (https://www.youtube.com/watch?v=zIYHNyVwJZE) • Hands poem • Hygiene statement cards • Antony Gormley website www.antonygormley.com • The Tate Collection www.tate.org.uk • All Kinds of Bodies Emma Brownjohn • Why does my Body Smell? Angela Royston • Nits and Head Lice Angela Royston • Scritch, Scratch, We Have Nits Miriam Moss (https://www.youtube.com/watch?v=vnoO8eXxwXI) • The truth about Old People, Elina Ellis (https://www.youtube.com/watch?v=SYFnNYR1Oe0) • Let's Talk About Where Babies Come From Robie H. Harris • BBC Bitesize Human Body https://www.bbc.co.uk/bitesize/topics/z9yycdm/resources/1 • The Big Book of Families – Mary Hoffman & Ros Asquith – touches on same sex parents, adoption, blended families •

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Year 4	Spring 2	<p>Growing and Changing 4 (Sex and Relationships 4)</p> <ul style="list-style-type: none"> • What are the main stages of the human life cycle? Science • How did I begin? Sex Education • What does it mean to be 'grown up'? • What am I responsible for now and how will this change? • How do different caring, stable, adult relationships create a secure environment for children to grow up? 	<ul style="list-style-type: none"> • Lets Talk About Sex Robie H. Harris (PSHE library box) • Me and My Dad Alison Ritchie • My Mum is Fantastic Nick Butterworth (https://www.youtube.com/watch?v=rMhKdxbzn7M) • My Dad is Brilliant Nick Butterworth (https://www.youtube.com/watch?v=M0IUzND5pKE) • My Grandma is Wonderful Nick Butterworth (https://www.youtube.com/watch?v=F8SZ37mia2Y) • My Grandpa is Amazing Nick Butterworth (https://www.youtube.com/watch?v=BK3gBvAQOIk) • The Big Book of Families – Mary Hoffman & Ros Asquith – touches on same sex parents, adoption, blended families (PSHE library box) • BBC Bitesize Human Body https://www.bbc.co.uk/bitesize/topics/z9yycdm/resources/1 • Twinkl Year 4 unit Growing Up

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Year 5	Spring 2	<p>Sex and Relationships 5</p> <ul style="list-style-type: none"> • What are male and female sexual parts called and what are their functions? • How can I talk about bodies confidently and appropriately? • What happens to different bodies at puberty? • What might influence my view of my body? • How can I keep my growing and changing body clean? • How can I reduce the spread of viruses and bacteria? 	<ul style="list-style-type: none"> • Mummy Never Told Me Babette Cole https://www.youtube.com/watch?v=hw1_D2BY_cU • What's Happening to Me? (girls) Susan Meredith. A good book for children to have at home. Review: https://www.youtube.com/watch?v=J-4eQA5NSHg • What's Happening to Me? (boys) Alex Frith. A good book for children to have at home. Review: (https://www.youtube.com/watch?v=kR-ldEPaFnA) • Hair in Funny Places Babette Cole • Eating Disorders Association www.b-eat.co.uk • Twinkl teaching packs on puberty (saved in resources) • Let's Talk about Sex, Robie Harris (PSHE library) • Mummy Laid an egg – Babette Cole
Year 6	Spring 2	<p>Sex and Relationships 6</p> <ul style="list-style-type: none"> • What are different ways babies are conceived and born? (Sex Education) • What effect might puberty have on people's feelings and emotions? • How can my words or actions affect how others feel, and what are my responsibilities? • What should adults think about before they have children? • Why might people get married or become civil partners? • What are different families like? 	<ul style="list-style-type: none"> • Male and Female Internal Parts Y5/6 • How a baby is made - Script • How a baby is made - Cards • Me Now, Me Teen, Me Grown • Let's Talk about Sex Robie H Harris • Where Willy Went Nicholas Allan https://www.youtube.com/watch?v=EZNt6Ae9Ph4 • https://www.bbc.co.uk/teach/relationships-and-sex-education-(RSE)-teaching-resources/z4pp7nb

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people that care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful Relationships	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.

TOPIC	PUPILS SHOULD KNOW
Online Relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being Safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions • that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety & harm	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

TOPIC	PUPILS SHOULD KNOW
Physical Health & Fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs Alcohol & Tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health & Prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing Adolescent Body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3 Use of vocabulary in Primary School

Appendix 4: Parent form: 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	