



St Aidan's Catholic Academy

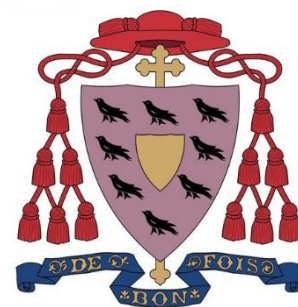
'We believe that God has created each person to celebrate life to the full'



Relationships and Sex Education Policy

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1. Aims

Safeguarding is the primary purpose of RSE. Explicit links are made between RSE, Keeping Children Safe in Education (KCSIE) and Working Together to Safeguard Children. 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

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils (up to the age of 16) as per section 34 of the [Children and Social work act 2017](#).

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](#).

In teaching RSE, we comply with the requirements of the [Equality Act 2010](#), ensuring all pupils, including those with Special Educational Needs and Disabilities (SEND).

At St. Aidan's 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 - a member of staff or 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 governors and ratified

4. Definition

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

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

We have developed the curriculum 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.

6. Delivery of RSE

RSE content is always tailored to pupils' age and level of development and prioritises biological and legal accuracy. As well as being taught alongside our safeguarding policies, RSE is delivered through PSHE, RE, and whole-school assemblies. RSE is framed around safety, wellbeing, and respect, and focuses on providing young people with the knowledge and skills they need to develop healthy, nurturing relationships of all kinds, including:

- › Families
- › Respectful and safe relationships, including friendships
- › Online and media
- › Being safe
- › Intimate and sexual relationships, including sexual health

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).

The school is committed to ensuring that the RSE curriculum is accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND). We will adapt resources, teaching methods, and delivery to meet individual needs, ensuring an inclusive learning environment. This includes using assistive technologies, and offering additional support or adjustments where necessary. Staff will be trained to deliver the curriculum in a way that respects and accommodates diverse abilities, ensuring all pupils can participate fully and benefit from RSE education.

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 components of RSE (see section 8).

7.3 Staff

Staff 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 components of RSE
- › Following safeguarding procedures if disclosures occur

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.

Our coordinator of PSHE, is responsible for the production of the RSE schemes of work and lesson materials.

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 from Sex Education

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

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

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.

9. Training

Staff are supported on the delivery of RSE. Training is provided by Ten:Ten resources an education platform which is used to deliver the curriculum.

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.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs. Hogg Head of Pastoral Care and Safeguarding and our PSHE Coordinator.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. RSE lessons are subject to performance walks and lesson visits.

This policy will be reviewed by SLT annually. At every review, the policy will be approved by the governing board.

Policy Review

This policy document will be reviewed in January 2027.

Signed by:



Dr C Emmerson, Chair of Governors.

Signed by:



Mrs A Whitten ,Headteacher.



Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7	Spring Term	<ul style="list-style-type: none">• Positive Relationships Pupils will learn to identify key qualities of positive, healthy friendships. They will explain why respect, trust, kindness, empathy and boundaries are important, and recognise the signs of unhealthy friendships.• Inclusivity Pupils will learn to identify behaviours that show inclusivity and respect. They will explain how inclusivity and respect affect friendships and reflect on their own behaviour to find ways to be more inclusive and respectful.• Conflict in Friendships Pupils will learn to describe both the positive and negative aspects of friendships. They will identify common causes of conflict and use constructive strategies to resolve disagreements.• Bullying Pupils will learn to identify different types of bullying, including online bullying. They will understand how bullying and abuse affect individuals and communities, and learn ways to respond, seek help and deal with bullying effectively.• Emotions Pupils will learn to identify and describe different emotions and understand how these affect relationships. They will develop strategies to manage emotions effectively and recognise the importance of empathy in their interactions with others.• Community Pupils will learn what it means to contribute to a community. They will identify ways people can improve their community and suggest activities that support and strengthen the school community.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 8	Spring Term	<ul style="list-style-type: none"> • Healthy Relationships Pupils will learn to describe key characteristics of healthy friendships. They will explain how these qualities apply in both offline and online contexts, and identify examples of both healthy and unhealthy friendships. • Inclusivity and Respect Pupils will learn how online safety contributes to maintaining healthy friendships. They will recognise online behaviours that may harm friendships and develop the skills to respond appropriately to these behaviours. • Peer Pressure Pupils will learn to define peer influence and peer pressure and understand the difference between them. They will identify examples of positive and negative peer influence and explain how peer pressure can affect decision-making and behaviour. • Impact of Stereotypes and Prejudice Pupils will learn to define stereotypes and prejudice and understand the differences between them. They will identify examples in real-life scenarios and explain how stereotypes and prejudice can negatively affect relationships. • Unhealthy Relationships Pupils will learn to define unhealthy relationships and recognise key warning signs, including bullying and cyberbullying. They will develop strategies to respond to and manage unhealthy relationships and bullying situations. • Friendships and Mental Wellbeing Pupils will learn to understand the link between friendships and mental wellbeing. They will identify strategies to maintain and improve friendships and reflect on how their own relationships impact their mental wellbeing.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 9	Summer Term	<ul style="list-style-type: none"> • Relationships Pupils will learn to identify different types of relationships and describe the characteristics of healthy relationships. They will develop an understanding of how to maintain positive relationships. • Consent Pupils will learn to recognise different types of relationships and understand the characteristics of healthy relationships within them. They will develop their ability to demonstrate how positive relationships are maintained, including the role of consent. • Unhealthy Relationships Pupils will learn to define coercive control, exploitation and abuse in relationships. They will explain the impact of unhealthy relationships on individuals and society, and recognise key behaviours and warning signs. • Peer Influence and Pressure Pupils will learn to describe the positive and negative aspects of friendships. They will identify causes of conflict and develop practical strategies to resolve conflict constructively. • Help-Seeking Behaviours Pupils will learn about trusted individuals and resources they can turn to for help. They will identify situations where seeking help is appropriate and understand why help-seeking behaviours are important. • Respect, Diversity and Equality Pupils will learn to define respect, diversity and equality within relationships. They will identify examples of respectful and disrespectful behaviours and explain why diversity and equality are essential for healthy relationships.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 10	Spring term	<ul style="list-style-type: none"> • Resolving Conflict Positively Pupils will learn to identify and describe characteristics of positive and healthy relationships. They will understand the importance of mutual respect, trust and communication, and differentiate between healthy and unhealthy behaviours in both face-to-face and online interactions. Pupils will also develop communication, negotiation and reconciliation skills, practise conflict resolution strategies and evaluate their effectiveness. • Building Respectful Relationships Pupils will learn to define what constitutes a respectful relationship in different contexts. They will identify and apply practical strategies to promote respectful interactions in their daily lives. • Respect, Equality and the Law Pupils will learn about key legal rights and responsibilities relating to respect and equality in the UK. They will analyse real-life scenarios and understand how legal frameworks support respect and equality within diverse communities. • Recognising Bullying and Cyberbullying Pupils will learn to define bullying and cyberbullying and recognise examples of each. They will understand the emotional, social and psychological impacts of bullying and develop strategies to respond, seek help and support others. • Safe and Unsafe Behaviours in Relationships Pupils will learn to identify behaviours such as violence, coercive control, sexual harassment and sexual violence. They will understand the impact of these behaviours and develop strategies to seek help and support themselves and others.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 11	Spring	<ul style="list-style-type: none"> • Healthy Romantic Relationships Pupils will learn to identify and explain the key characteristics of healthy romantic relationships. They will differentiate between healthy and unhealthy behaviours and understand the importance of mutual respect, trust, communication, consent and equality. • Core Principles of Respectful Relationships Pupils will learn to define the principles of respect, honesty, equality and consent. They will identify examples of these principles in real-life situations and evaluate their importance in maintaining healthy relationships • Unhealthy Relationship Dynamics Pupils will learn to recognise and define controlling, coercive, exploitative and abusive behaviours. They will identify signs of unhealthy relationship dynamics and understand the impact these behaviours can have on individuals and relationships. • Consent and the Law Pupils will learn to define consent and understand its legal significance. They will explore the age of consent and legal protections in the UK, including laws relating to exploitation, abuse, grooming, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM. • Seeking Help in Unsafe Relationships Pupils will learn to identify signs of unsafe or unhealthy relationships. They will understand how to report concerns appropriately and reflect on the importance of seeking help in unsafe situations. • Real Life Decision Making Pupils will learn to apply their understanding of consent and boundaries in real-life scenarios. They will recognise their legal responsibilities within relationships and evaluate behaviours, suggesting appropriate strategies to address unhealthy dynamics.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 12	Spring	<ul style="list-style-type: none"> <li data-bbox="639 212 1091 241">• Well-being and Life Satisfaction <p data-bbox="639 280 1433 521">Pupils will consider Well-being and Life Satisfaction, focusing on discussions about how physical, emotional, and social well-being are interconnected. They will engage in activities to identify their personal values and goals, examining how these factors contribute to a fulfilling and balanced life. Additionally, they will learn strategies for maintaining a healthy balance between academic demands, social activities, and personal interests to enhance overall life satisfaction.</p> <ul style="list-style-type: none"> <li data-bbox="639 562 1032 591">• Physical and Mental Health <p data-bbox="639 629 1394 842">When studying Physical and Mental Health, pupils will explore the significance of sleep, exercise, and proper nutrition for maintaining long-term health. They will be guided in recognizing the signs of mental health challenges, such as anxiety and depression, and develop strategies to cope with stress. Encouraging the practice of mindfulness and self-care will help foster resilience and a positive outlook.</p> <ul style="list-style-type: none"> <li data-bbox="639 882 967 911">• Healthy Relationships <p data-bbox="639 949 1422 1164">In lessons on Healthy Relationships, pupils will be taught how to identify the qualities of both healthy and unhealthy relationships. They will develop effective communication skills and learn constructive approaches to conflict resolution. A strong emphasis will be placed on understanding personal boundaries and recognizing the importance of mutual respect in friendships and romantic relationships.</p> <ul style="list-style-type: none"> <li data-bbox="639 1205 970 1234">• Emotional Intelligence <p data-bbox="639 1272 1426 1637">The development of Emotional Intelligence will involve exercises to enhance self-awareness and the ability to recognise various emotional states. Pupils will practice techniques for managing negative emotions like anger, frustration, and disappointment in a constructive manner. Furthermore, fostering openness about emotions will be encouraged to build emotional strength and trust in relationships. Health Stigmas, pupils will challenge harmful stereotypes related to masculinity and emotional vulnerability. Lessons will feature real-life stories and examples of role models who promote mental health advocacy, helping to normalize seeking support. Pupils will also explore the tangible benefits of accessing professional mental health resources.</p> <ul style="list-style-type: none"> <li data-bbox="639 1677 1315 1706">• Challenging Stereotypes and Embracing Equality <p data-bbox="639 1744 1433 1989">In discussions on Challenging Stereotypes and Embracing Equality, pupils will examine gender roles and societal expectations through group discussions and media analysis. They will be encouraged to develop empathy, respect for diversity, and a deeper understanding of varying perspectives. Lessons will promote the value of equality and shared responsibilities across friendships, family dynamics, and professional environments, preparing them to foster respectful and inclusive interactions</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 13	Spring	<ul style="list-style-type: none"> <li data-bbox="638 212 877 246">• STI Awareness <p data-bbox="638 280 1404 459">In lessons on STI Awareness, pupils will receive updated information on sexually transmitted infections, focusing on the latest prevention methods, the importance of regular testing, and the options available for effective treatment. Discussions will emphasize how personal responsibility and informed decision-making contribute to better sexual health outcomes.</p> <ul style="list-style-type: none"> <li data-bbox="638 504 1093 537">• FGM (Female Genital Mutilation) <p data-bbox="638 571 1428 750">The topic of FGM (Female Genital Mutilation) will include identifying the physical and emotional signs that someone may be affected by FGM. Pupils will learn how to support individuals impacted by FGM and understand the serious legal consequences surrounding the practice. These lessons aim to build awareness, empathy, and advocacy for safeguarding at-risk individuals.</p> <ul style="list-style-type: none"> <li data-bbox="638 795 1101 828">• Media Portrayal of Relationships <p data-bbox="638 862 1396 1064">When examining the Media Portrayal of Relationships, students will analyse how different forms of media shape societal expectations around love, consent, and intimacy. Lessons will involve critical evaluations of stereotypes and unrealistic narratives, encouraging pupils to develop a more nuanced and healthy perspective on relationships influenced by cultural and social media.</p> <ul style="list-style-type: none"> <li data-bbox="638 1108 1284 1142">• Respect, Consent, and Personal Responsibility <p data-bbox="638 1176 1428 1422">In sessions on Respect, Consent, and Personal Responsibility, pupils will engage in role-playing exercises to practice clear communication of boundaries and demonstrate respectful behaviour. Reflective activities will help students examine their personal values and consider how their actions impact others. Discussions will also highlight the importance of accountability and guide students in making ethical decisions within their relationships.</p> <ul style="list-style-type: none"> <li data-bbox="638 1467 1141 1500">• Navigating Complex Societal Issues <p data-bbox="638 1534 1420 1736">Finally, Navigating Complex Societal Issues will involve exploring key themes such as diversity, inclusion, and privilege learn how to identify and address discrimination and harassment while developing practical strategies to foster inclusivity. Through debates, projects, and community engagement initiatives, pupils will be encouraged to embrace active citizenship and contribute positively to building a fair and respectful society</p>

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about 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 marriage 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
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

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • 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 people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment



Appendix 3: 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	Include notes from discussions with parents and agreed actions taken. Eg: 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