


## JFS Policies – Relationships and Sex Education Policy – March 2026

Headteacher	Chair of Governing Board
	
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### 1. JFS ETHOS AND VALUES

This policy aims to reflect our school's motto "**ORAH VIYKAR**" and its intention to offer the highest

quality of education for our students.

JFS is a co-educational inclusive, modern, orthodox Jewish school that strives to produce well-educated, faithful and proud Jews who will be responsible and contributing members of society. Relationships and Sex Education (RSE) is part of the personal, social, health and citizenship education curriculum in our school.

We will teach RSE within the framework of the school's Jewish values, alongside ensuring we meet the statutory guidance from the Department of Education. This ensures that we fulfil our duty of care.

At JFS our aim is to educate all students in matters of relationships and sex in an age-appropriate fashion, and to further their understanding of moral and responsible behaviour, whilst supporting their spiritual growth.

At JFS we teach that all people are equal and are welcome regardless of their sexual orientation. Staff have been trained to support students in a manner that is both sensitive and confidential to the young person and the school ethos when discussing matters of sexuality.

JFS fully embraces the guidance for Orthodox Jewish Schools issued by the Chief Rabbi on the Wellbeing of LGBT+ pupils

## **2. AIMS AND PRINCIPLES**

RSE is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health, as well as diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. It is not about the promotion of sexual orientation or sexual activity.

The National Curriculum requires that personal, social, health and citizenship education (PSHCE) should incorporate an appropriate RSE programme:

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

This document refers specifically to the statutory guidance for RSE:

Five main elements of RSE are identified: Personal Identities; Healthy Lifestyles; Risk; Relationships and Diversity; and these are incorporated into our programmes at JFS.

### **2.1 Aims of Relationships and Sex Education**

Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education and RSE should be taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances or their own sexual orientation.

The principle aim of RSE is to provide balanced, factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements, and behaviour;
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want;
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;
- give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure;
- avoid being exploited or exploiting others, or being pressured into unwanted or unprotected sex;
- communicate effectively by developing appropriate terminology for sex and relationship issues;
- understand there are different views of human sexuality; challenge homophobia, biphobia and transphobia and promote awareness and understanding of LGBTQ+ issues;
- challenge sexism and prejudice, and promote equality and diversity;
- understand the reasons for having protected sex;
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV;
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary;
- know how the law applies to sexual relationships;

### **2.2 Key Principles**

It is a legal requirement that all schools have an RSE policy. The policy must be available to parents for inspection on request. The Governing Body is responsible for developing the policy taking into account the culture of the community the school serves.

All students have an equal entitlement to sex and relationship education. The Relationships and Sex Education programme is firmly embedded in the PSHCE framework.

The overall responsibility for drawing up this policy lies with the Governing Body and Headteacher, who will take into account the views of other stakeholders.

Staff will receive appropriate training and support so that they feel confident to deliver the programme.

The RSE policy and programme of study is in accordance with the National Curriculum statutory PSHCE programme of study for both KS3 & KS4 (National Curriculum Statutory Guidance) and the law.

### **3. THE PROVISION**

3.1 JFS specifically delivers Relationships and Sex Education as partnership through its PSHCE Programme, Jewish Studies and Science lessons, and Jewish Informal Education programmes. The teaching and the materials will be appropriate to the age, and sensitive to the Jewish ethos and family backgrounds of the students. To safeguard the Jewish Ethos any changes to the provision should be made in conjunction with the Directors of Jewish life.

The RSE programme includes:

discrete time – timetabled lessons and drop-down days for PSHCE, with content delivered by a combination of specialist external providers, alongside JFS teaching and support staff

- specified science lessons in year 7 (National curriculum in England: science programmes of study 6 May 2015 Statutory guidance)
- specified science lessons in KS4 (Pearson Edexcel, Combined Science specification 2016) cross-curricular reinforcement in subjects like RE, Humanities and English
- PSHCE seminars, overseen by the relevant SLT line manager, utilising external professionals and organisations skilled in the delivery of RSE to students in conjunction with Head of Safeguarding and Assistant Head Teacher for Personal Development and overseen by the Deputy Head of the school

3.2 The RSE programme in Year 7 will be taught alongside the NC Science topic (see the Science programme of study) and in year 11 (CB&) menstruation and hormones are taught. In other year groups the RSE is not linked specifically to a Science topic but will relate to it.

### **4. GUIDELINES ON RELATIONSHIPS AND SEX EDUCATION**

4.1 RSE should be set within a broader base of self-esteem and responsibility for the consequences of one's actions.

Teaching should:

- focus on relationships, love, commitment and the responsibilities of parenthood as well as sex
- focus on boys and young men as well as girls and young women
- build self-esteem
- teach the taking on of responsibility, and consequences of one's actions, in relation to sexual activity and parenthood
- provide information about contraception and where to access further advice
- give a clear understanding of the social and moral arguments for delaying sexual activity and resisting pressure
- link sex and relationship education to other issues of peer pressure like drugs, smoking and alcohol
- ensure students understand the law and how it applies to sexual relationships

- take account of the Jewish ethos
- deal with homophobic, biphobic and transphobic or other forms of gender-related bullying
- not be a promotion of sexual orientation or sexual activity

#### 4.2 Teaching Strategies

It is good practice to set out **ground rules** to help create a safe environment in which students do not feel anxious or embarrassed by ensuring the following:

- a) teachers/health professionals will not have to answer personal questions
- b) no student will be forced to take part in a discussion
- c) students will be encouraged to use the correct terminology
- d) meanings of words will be explained in a factual way

Students will never be asked about their own personal experiences. We will look at case studies and hypothetical situations to explore strategies to support students with responding to a range of scenarios, should they ever arise.

Teachers will be given training on how to respond to difficult questions. The ground rules should reduce the chance of a difficult personal question being asked. If a question is asked that is too personal or too explicit then the teacher should:

- a) acknowledge the question and promise to speak to the student later on an individual basis and/or
- b) in consultation with the Headteacher and pastoral teams refer the student to an appropriate agency, e.g. medical officer, helpline or counsellor.

### 5. Confidentiality, Controversial and Sensitive Issues

- 5.1 Teachers are in a position of trust and are expected to work within the agreed parameters of this document.
- 5.2 Policy: teachers must be aware of the school's Safeguarding Policy as the teaching of RSE may raise the sensitive issue of child abuse. Joint guidance by the DfE, *Working Together to Safeguard Children* sets out how all agencies should work together to promote children's welfare and protect them from abuse and neglect.
- 5.3 Contraception - the teaching of contraception is an essential part of the Government's strategy to reduce teenage pregnancy. RSE staff should give pupils information about different types of contraception, while respecting the religious convictions of students and their parents. Teachers should give additional information about where they can obtain confidential advice and counselling, on an individual basis.
- 5.4 STIs including HIV and AIDs: the teaching about safer sex is one of the Government's strategies for reducing the incidence of STIs including HIV/AIDs. It is vital to give pupils appropriate information and knowledge about STIs and HIV/AIDs. As well as information students need to develop the skills to enable them to make sensible choices. This will link to peer pressure and other risk-taking behaviour such as drugs and alcohol.

- 5.5 Confidentiality - teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents of any disclosure unless the Headteacher has specifically requested them to do so.
- 5.6 In a case where a teacher learns from an under 16-year old that they are having or contemplating sexual intercourse:
- a) The young person will be persuaded, wherever possible, to talk to a parent/carer and - if necessary - seek medical advice
  - b) The young person would be advised of the benefits of delaying sexual activity
  - c) Child protection issues will be considered, and referred, if necessary, to the teacher responsible for Child Protection under the school's procedures
  - d) The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services
- 5.7 In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first. Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality guidelines.

## 6. The Role of Parents and Carers and the Community

- 6.1 We recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students.
- 6.2 Teaching of some aspects of RSE by teachers might be of particular concern to some parents. Parents may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of RSE. All the teaching of RSE should be within the agreed values and framework of this policy and the Government framework for PSHCE.
- 6.3 Parents will be informed of the dates and content of PSHCE drop-down days. If parents feel that they would like to withdraw their child from any non-statutory aspects of the RSE content, they will need to contact the school in writing. In such cases, alternative arrangements will be made. Parents are encouraged to discuss their decisions with staff at the earliest opportunity.

## 7. Inclusion

- 7.1 Our policy is sensitive to the needs of different genders, sexual orientation and levels of religious observance. For some young people it is not appropriate for them to be taught particular items in mixed groups. As a result, aspects of the RSE will be delivered in single sex environments. We will respond to parental requests and concerns.

### *Sexual Identity and Sexual Orientation*

- 7.2 We deal sensitively and honestly with issues of sexual identity and orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that Relationships and Sex Education is relevant to them.

7.3 We will ensure that all young people receive Relationships and Sex Education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

## **8. Monitoring and Evaluation of Relationships and Sex Education**

8.1 It is the responsibility of the relevant member of SLT to oversee and organise the monitoring and evaluation of RSE, in the context of the overall school plans for monitoring the quality of teaching and learning and its ethos.

8.2 The RSE programme will be evaluated regularly in accordance with the whole school policy review cycle. This will include lesson observations and student surveys.

8.3 The RSE policy will be overseen and reviewed by Governors on a joint committee of members of the Curriculum and Jewish Education Committees

## **9. Parents' right to withdraw**

9.1 Parents have the right to withdraw their children from the non-statutory/non-science components of 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.

9.2 Requests for withdrawal should be put in writing 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.

9.3 Alternative work will be given to pupils who are withdrawn from RSE.

## Appendices

### Appendix 1:

**Relationships and Sex Education (RSE): Secondary** By the end of secondary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships.</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• 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.</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>• The characteristics and legal status of other types of long-term relationships.</li><li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li><li>• 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.</li></ul>

Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• 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).</li> <li>• 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.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> </ul>
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TOPI C	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• What to do and where to get support to report material or manage issues online.</li> <li>• The impact of viewing harmful content.</li> <li>• 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.</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• How information and data is generated, collected, shared and used online.</li> </ul>

Being safe	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• The facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

## **The Law**

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Physical health and mental wellbeing: Secondary By the end of secondary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
Internet safety and harms	<ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image).</li> <li>• how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online.</li> <li>• gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning.</li> <li>• consumer of information online.</li> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>• about the science relating to blood, organ and stem cell donation.</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>the law relating to the supply and possession of illegal substances.</li> <li>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>(late secondary) the benefits of regular self-examination and screening.</li> <li>the facts and science relating to immunisation and vaccination.</li> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>basic treatment for common injuries.</li> <li>life-saving skills, including how to administer CPR.</li> <li>the purpose of defibrillators and when one might be needed.</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

### By the end of Key Stage 3

#### Pupils will be able to:

- Manage changing relationships
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- See the complexity of moral, social and cultural issues and be able to form a view of their own
- Develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- Be tolerant of the diversity of personal, social and sexual preference in relationships
- Develop empathy with the core values of family life in all its variety of forms

- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- Recognise the stage of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively

**Pupils will know and understand:**

- That fertilisation in humans is the fusion of the male and female cell
- The physical and emotional changes that take place during adolescence
- About the human reproductive system, including the menstrual cycle and fertilisation
- How the foetus develops in the uterus
- How the growth and reproduction of bacteria and the replication of viruses can affect health
- How the media influences understanding and attitudes towards sexual health
- How good relationships can promote mental wellbeing
- The law relating to sexual behaviour of young people
- A range of sources of advice and support
- About when and where to get help, such as genito-urinary medicine clinics

**Pupils will have considered:**

- The benefits of sexual behaviour within a committed relationship
- How self-concept affects their self-confidence and behaviour
- The importance of respecting differences in relation to gender and sexuality
- How it feels to be different and be discriminated against
- Issues such as the costs of early sexual activity
- The unacceptability of prejudice and homophobic bullying
- What rights and responsibilities mean in relationships

**By the end of Key Stage 4**

**Pupils will be able to:**

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- Manage emotions associated with changing relationships with parents and friends
- See both sides of an argument and express and justify a personal opinion
- Have the determination to stand up for their beliefs and values
- Make informed choices about the pattern of their lifestyle which promote wellbeing
- Have the confidence to assert themselves and challenge offending behaviour
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Work co-operatively with a range of people who are different from themselves
- Recognise attributes of positive and negative relationships

**Pupils will know and understand:**

- The way in which hormonal control occurs, including the effects of the sex hormones
- Some medical uses of hormones including the control and promotion of fertility
- The defence mechanisms of the body
- How sex is determined in humans
- How HIV and other sexually transmitted infections affect the body
- The risks of early sexual activity and the link with the use of alcohol
- The link between eating disorders and self-image and sexual identity
- How different forms of contraception work and where to get advice
- The role of statutory and voluntary organisations
- The law in relation to sexual activity for young people and adults
- How their own identity is influenced by their personal values, those of their family and of society
- How to respond appropriately within a range of social relationships
- The qualities of good parenting and its value to family life
- How to access the statutory and voluntary agencies which support relationships in crisis
- The benefits of marriage or a stable partnership in bringing up children
- The way different forms of relationship including marriage depend for their success on maturity and commitment

**Pupils will have considered:**

- Their developing sense of sexual identity and feel confident and comfortable with it
- How personal, family and social values influence behaviour
- The arguments around moral issues such as abortion, contraception and the age of consent
- The individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both
- The consequences of close relationships, including having children and how this will create family ties which impact on their lives and those of others.

This will be taught through a combination of PSHCE curriculum content, delivered through drop- down days and workshops, as well as through the national curriculum across subjects such as Science, PE, and Jewish Studies.

**Appendix 2: Parent Form: Withdrawal from sex education within RSE**

**TO BE COMPLETED BY PARENTS**

**Name of child:**

**Tutor Group:**

**Name of Parent:**

Reason for withdrawing from sex education within relationships and sex education:

Any other information you would like the School to consider:

**Parent/Carer signature**

**Date:**

**To be completed by the School.**

**Actions agreed by the School based on discussions with parents:**

**SLT Signature:**