

Sex Education Policy

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Approved by	Executive Team	Next review	September 2027

Relationships, Sex, and Health Education (RSHE) Policy Rationale and Ethos

RSHE at JKPS develops students as healthy individuals and considerate citizens who understand their emotions, form healthy relationships, manage risks and make informed decisions.

We define Relationships, Sex and Health Education as the curriculum designed to equip our students with the knowledge, understanding, values, and skills they need to lead healthy, safe, responsible, and fulfilled lives.

Where age-appropriate and in line with DfE guidance, we also include Sex Education in our upper key stage 2 curriculum. This is delivered in a sensitive, inclusive, and developmentally appropriate way, preparing students for the changes that adolescence brings and the opportunities and challenges of growing up in the modern world.

Why is our RSHE Curriculum important?

We believe that Relationships, Health (and Sex) Education is vital for our students and our school because:

- It helps students develop safe, healthy, respectful, and supportive relationships with others.
- It supports emotional, mental, and physical wellbeing.
- It prepares students for the transition to secondary school, adolescence, and adulthood. • It promotes equality, inclusion, and understanding of different families, identities, and backgrounds.
- It contributes to safeguarding by teaching students how to recognise risks and seek help when needed.
- It aligns with our school values and supports our whole-school approach to wellbeing and inclusion.

Our Overarching Principles for RSHE

At JKPS, our RSHE curriculum is guided by the following principles:

- RSHE will be delivered in a safe, supportive, and non-judgemental environment.
- Teaching will be age-appropriate, inclusive, and culturally sensitive, considering the needs of all pupils, including those with SEND.
- RSHE will promote equality and diversity, tackling stereotypes and addressing misconceptions.
- We will empower students to make informed decisions, build resilience, and stay safe online and offline.

- The programme will be evidence-based, aligned with statutory guidance, and reviewed regularly.

Intended Outcomes of the RSHE Curriculum By the end of their time with us, students will:

- Know and understand:
 - The importance of healthy relationships, consent, respect, and boundaries.
 - How their bodies and emotions may change during puberty.
 - How to stay physically and mentally healthy.
 - How to keep themselves safe, including online safety and recognising trusted adults.
- Understand they have a right to:
 - Feel safe, valued, and respected.
 - Learn in a setting that celebrates difference and promotes inclusion.
 - Access information and support about their health and wellbeing.
- Understand they have a responsibility to:
 - Treat others with kindness, empathy, and respect.
 - Take care of their own mental and physical wellbeing.
 - Speak out and seek help when something doesn't feel right.
- Develop the skills of:
 - Communication, empathy, and emotional literacy.
 - Problem-solving and decision-making.
 - Resilience, confidence, and self-awareness.
- Develop the attributes of:
 - Respect, honesty, responsibility, and compassion.
 - Open-mindedness, confidence, and a strong sense of self-worth.

Aims

The aims of relationships, sex, and health education (RSHE) at our school are to:

- Promote the spiritual, moral, cultural, mental, and physical development of students at the school and of society.
- Prepare students for the opportunities, responsibilities, and experiences of later life.
- Provide knowledge and information which is inclusive and meets the needs of all our students (and their families) including those with protected characteristics.
- Create a positive culture around issues of self-esteem and confidence, relationships and sexuality ensuring gender and LGBT+ equality.
- Help students develop and understand their feelings, behaviours, and emotions and those of others so they can lead fulfilling and enjoyable lives.
- Provide students with the right tools to enable them to seek information and support (both within and outside school) should they need it.
- Help students to develop skills (language, decision making, choice, assertiveness), promoting ambition and aspiration to make the most of their abilities whilst coping with the influences of their peers and the media.

- Recognise and respect themselves and others, the views of others, backgrounds, cultures, values, and experiences.
- Develop skills for a healthier, safer lifestyle to allow them to respect and care for their bodies and be prepared for changes through puberty and adulthood.
- Teach students the correct vocabulary to describe themselves and their bodies, supporting students to keep themselves safe.
- Teach sex education as part of a wider social, personal, and moral education.
- Ensure all students understand reproduction, human sexuality, and sexual health.
- Provide a framework in which sensitive discussions can take place.
- Help students develop safe, healthy, respectful, and supportive relationships with others.

Policy development

This policy has been developed in consultation with staff, Anthem Community Council (ACC) members, students, and parents/carers and has been approved by the Education Team.

The policy will be reviewed every two years or sooner if there is a need to respond to any amendments made to the DfE statutory guidance for Relationships, Sex, and Health Education.

Staff, ACC members, students, and parents/carers will be consulted every time the policy is reviewed and will be invited to share feedback by email. All feedback will be considered and will help to inform future revisions to the policy and curriculum.

Statutory Requirements

As a primary academy school, we must provide relationship education to all pupils as per section 34 of the [Children and Social work act 2017](#), and relationships and health education in line with the DfE's [Relationships and sex education \(RSE\) and health education - GOV.UK](#). Please click on the link to access a copy of the statutory guidance. Sex education is not statutory in primary schools.

The guidance was updated in July 2025 and we are required to implement the guidance in school from September 2026.

In teaching RSHE, we are required by our funding agreements to have regard to [Relationships and sex education \(RSE\) and health education - GOV.UK](#) issued by the secretary of state as outlined in sections 403, 407, and 407 of the [Education Act 1996](#). We also have regard to legal duties set out in

- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

Sex Education (non-statutory)

Statutory learning

Currently, the National Curriculum states that the following statutory subject areas be taught through science and relationships/health education:

- The main external body parts (including external genitalia).
- The human body as it grows from birth to old age (including foetal development and puberty).

This policy applies to the whole of Anthem Schools Trust

- Reproduction in some plants and animals.

Non-Statutory learning

Following consultation with staff, ACC members, parents/carers, and students, we have chosen to include the following non-statutory element of sex education within our curriculum.

Our sex education curriculum complements the statutory components of the Science Curriculum (reproduction in humans – to include learning about the structure and function of the male and female reproductive systems, sexual intercourse, fertilisation, gestation, and birth) and ensures students have the awareness and knowledge they need to keep themselves safe. Our primary sex education curriculum includes a focus on understanding:

- 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.
- boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and sex education and Health Education guidance.
- the emotional and physical changes of puberty, including menstruation.
- about online safety and influence.
- 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.

Parents/carers have a right to withdraw their children from sex education within the relationships, sex, and health education curriculum; for more information see the 'Right to Withdraw' section within this policy. Parents/carers do not have the right to withdraw their children from the statutory elements of the science curriculum related to sex education or from health education which includes a focus on puberty.

Legislation and supporting guidance.

We used the following legislation and guidance to inform the development of this policy. Click on the hyperlink below to view the document.

- [Education Act 1996](#)
- [Learning and Skills Act \(2000\)](#)
- [Children and Social Work Act 2017](#)
- [Keeping Children Safe in Education \(Sept 2026\)](#)
- [Equality Act 2010](#)
- [SEND Code of Practice 0 - 25 years \(statutory guidance\)](#)
- [Mental Health and Behaviour in Schools \(advice for Schools\)](#)
- [Preventing and Tackling Bullying \(advice for schools, including advice on cyberbullying\)](#)
- [Promoting Fundamental British Values as part of SMSC in schools](#)

Cross-reference can be made to other Anthem policies to avoid any unnecessary repetition.

These include but are not exclusive of:

- PSHE and Citizenship
- Child Protection & Safeguarding Policy

This policy applies to the whole of Anthem Schools Trust

- Behaviour & Ethos Policy
- Anti-bullying
- Drug and Alcohol

Roles and Responsibilities

The Executive Team – will approve the RSHE policy and hold the Headteacher to account for its implementation.

The Trustees – Ultimately have responsibility for the policy.

The Headteacher - is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from (non-statutory/non-science) components of RSHE. (See right to withdraw).

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Evaluating the effectiveness of the curriculum
- Reporting progress to parents/carers
- Responding to the needs of individual students

Responding appropriately to students whose parents wish them to be withdrawn from the [nonstatutory/non-science] components of RSHE by notifying them when sex education is going to be taught and providing alternative lessons for the student where necessary.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher or PSHE lead.

RSHE is typically taught by the class teacher.

PSHE Lead & Head of School: Sarah Meaden

Executive Headteacher: Laura Green

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

Curriculum

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Key learning in RSHE is also addressed through cross-curricular links in other subjects e.g., I.T. literacy, P.E. and R.E. Teachers will deliver the RSHE curriculum in a way that allows students to explore varying viewpoints by ensuring that information is unbiased and impartial.

At Judith Kerr Primary, we follow the Kapow scheme of work
<https://www.kapowprimary.com/subjects/rse-pshe/>

This will be reviewed every two years; amendments may be made following feedback from staff, ACC members, parents/carers, and students or due to changes in statutory guidance.

Our curriculum covers all objectives within the DfE statutory guidance for relationships and health education. The DfE statutory guidance document can be viewed here: [Relationships and sex education \(RSE\) and health education - GOV.UK](#)

RSHE focuses on giving students the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

For more information about our RSHE curriculum, see Appendix 1.

We have carefully planned our curriculum to meet the needs of students in our school. We will regularly review and make adaptations to the curriculum to ensure we continue to meet the diverse and everchanging needs of our students, or in response to local or global events. You will notice that our RSHE curriculum is a spiral curriculum (key concepts are revisited throughout the curriculum with deepening layers of complexity as students move through the school). We have purposefully designed our RSHE curriculum in this way so that our students can embed their learning of the most important aspects of the curriculum and have dedicated time to practice key skills linked to these very important key concepts. We involve students in their learning by using active learning methods and these include role play, scenarios, discussions, debates and problem-solving.

Inclusivity and Equality

All schools have a duty under the Equality Act (2010) to ensure that no child is disadvantaged because of their protected characteristic which includes: age, gender, race, disability, religion and belief, sexual orientation, gender reassignment, marriage, and civil partnership.

The DfE guidance states that “at the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson.”

We celebrate diversity as a strength and ensure that every student and family feels valued and included. We recognise and respect the rich variety of backgrounds, cultures, and family structures within our community, and this is reflected in our curriculum, assemblies, and daily interactions. Our ethos is built on kindness, respect, and equality, where differences are embraced and used as opportunities for learning and growth. Through inclusive practices, cultural celebrations, and open dialogue, we create a school culture where all students develop a strong sense of belonging and learn to appreciate the uniqueness of themselves and others.

Every student can see themselves reflected in the curriculum content, the resources, and the school environment. We work hard to ensure that all families in our school community feel valued and diversity is celebrated.

The RSHE curriculum and resources may be adapted and differentiated to meet the specific needs of students with special educational needs (SEND) and learning may be scaffolded to ensure all lessons are inclusive. Teachers will seek specialist advice from the SENCO when required.

Where appropriate, students may receive additional support from a T.A. to ensure that learning of key concepts is secure. This could include pre-teaching of key concepts or vocabulary or follow-up individual/group work after the weekly lesson has taken place.

Teachers, with support from the SENCO, will consider whether it is appropriate for targets linked to the RSHE curriculum to be included within students' Education Health Care Plans (EHCPs).

Creating a Safe Learning Environment

Teachers create a safe learning environment by establishing ground rules with students at the start of more sensitive topics.

Teachers will use distancing techniques; these may include drama, roleplay, scenarios, and use of video clips. Distancing techniques put a space between a difficult subject and an individual student so that the question does not become, 'what do you think?' but 'what might they think?' instead. It enables tricky questions to be answered and supports students to debate and disagree without anyone feeling personally compromised.

All staff teaching RSHE know that they can access support from the RSHE Lead, SENCO, and Safeguarding Lead if they are faced with difficult questions from students, upcoming topics that may be triggering for some students, questions about how to ensure lessons are fully inclusive or following a safeguarding disclosure.

Safeguarding

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. All staff are aware of the school safeguarding procedures; and this procedure will be followed in the case of a student making a disclosure or any member of staff/school visitor raising any concerns about student welfare.

Teachers delivering RSHE regularly check with the Safeguarding Lead whether there are any students in the class that are more vulnerable, or likely to be more affected by the lesson content. The Safeguarding Lead may give the teacher advice or provide additional support to the student as appropriate. This may include a student accessing the lesson content on a 1:1 rather than whole-class basis.

Any visitors delivering RSHE will be made aware of the safeguarding procedures and are expected to report any concerns to the appropriate member of staff.

Visitors/external agencies which support the delivery of RSHE will be required to ensure that any speakers, tools, and resources used comply with this policy.

We will ensure that we only work with visitors/external agencies where we have full confidence in the agency/visitor, its approach and the resources used.

We will ensure:

- We are clear about what the visitors/agency are going to say.
- We are clear on their position on issues to be discussed.

- All resources to be used within the session have been checked and agreed by the RSHE Lead
- We will:

- Ensure that a teacher always remains in the session with the visitor/agency.
- Remind teachers that it is their responsibility to stop a session if any element of the session does not meet with the school RSHE policy.

Parents and Carers

We recognise the importance of working in close partnership with parents/carers to deliver safe and effective relationships, (sex) and health education. Parents/carers were consulted during the development of this policy.

The policy is available via the school website and is available to parents on request.

- **We will notify parents and carers by email when RSHE will be taught.**
- **As part of our whole school approach to RSHE, parent/carer information sessions and opportunities to view the materials and resources used will be shared annually.**
- **Parents/carers will be able to share feedback when this policy is reviewed by email.**

Right to Withdraw

Parents/carers do not have the right to withdraw their children from relationships or health education (which includes a focus on puberty). There are elements of sex education included within the statutory Science Curriculum. Parents/Carers do not have the right to withdraw their children from the statutory elements of the science curriculum related to sex education.

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

Requests for withdrawal should in the first instance be directed to the Headteacher. An informal meeting will be set up to discuss parent/carer concerns. In the instance of a parent/carer deciding to withdraw their child from sex education, advice will be offered to support parents/carers to enable them to have positive conversations about sex education at home when they feel the time is right. An alternative plan for the student's time when the teacher is delivering sex education will also be agreed. This may include alternative work being given to a student to complete during this time or temporarily joining and taking part in learning within a different class group. Parents/carers will be asked to complete a *Request to Withdraw* form which will be held on the students' file to ensure all teachers know that the student does not take part in sex education lessons unless the form is removed at a later date with parent/carer permission.

Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance.
- Are aligned with our school ethos and values.
- Would support students in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age, developmental stage and background of our students.

- Reflect diversity to include the 9 protected characteristics.
- Are unbiased and balanced in their presentation.
- Are evidence-based and contain robust facts and statistics.
- Fit into our curriculum plan.
- Are from credible sources.
- Are compatible with effective teaching approaches.
- Are sensitive to students' experiences and won't provoke distress.
- Resources and lesson plans are adapted and differentiated for students with SEND.
- Resources are reviewed and updated regularly to ensure they are current.

Evaluation, Monitoring and Assessment for Learning

The delivery of RSHE in our school is monitored by class teachers and the RSHE Lead as part of our internal assessment systems through: **monitoring arrangements include planning scrutinies, learning walks and phase meetings where teachers share their practice.**

The effectiveness of the curriculum and whether planned outcomes have been achieved will be evaluated by the SLT and RSHE lead.

A range of assessment strategies will be used, including formative and summative assessment; this assessment will inform future curriculum planning and delivery.

Students will have opportunities to review and reflect on their learning through a range of oral and written activities.

Student voice will be influential in adapting and amending planned learning activities through student questionnaires.

Teachers will ensure that the learning objectives have been met by the following the curriculum set out at <https://www.kapowprimary.com/subjects/rse-pshe/>

Parents will be notified of progress by newsletters and through work sharing.

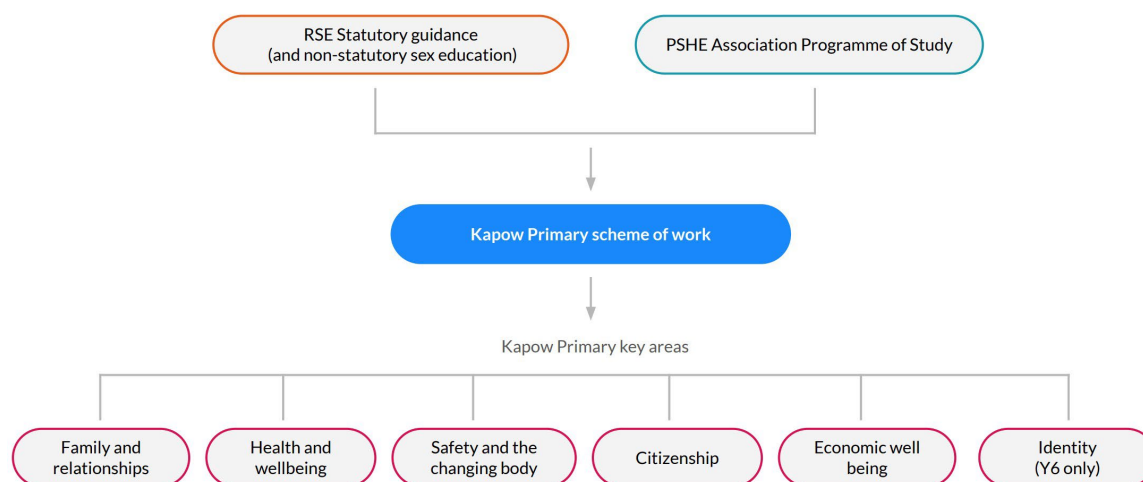
Review

This policy will be reviewed by the Trust every two years unless statutory changes, or feedback from consultation suggests otherwise. At every review, the policy will be approved by the Executive Team.

Appendix 1: RSHE Curriculum Overview

At Judith Kerr Primary, we follow the Kapow RSHE curriculum. More information about the scheme can be found on our RSHE page: <https://www.judithkerr.anthemtrust.uk/pshe>

How is Kapow Primary's RSE & PSHE scheme of work organised?



Progression of skills and knowledge

Safety and the changing body

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Considering why it is important to follow rules. Exploring what it means to be a safe pedestrian.	To know that some rules are in place to keep us safe. To know how to behave safely on the pavement and when crossing roads with an adult.	Practising what to do if I get lost. Identifying hazards that may be found at home. Understanding people's roles within the local community that help keep us safe.	To know that some types of physical contact are never appropriate. To know what to do if I get lost. To know that a hazard is something which could cause an accident or injury.	Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road.	To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online. To understand the difference between secrets and surprises. To know the rules for crossing the road safely.
Drugs, alcohol and tobacco	N/A	N/A	Learning what is and is not safe to put in or on our bodies.	To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.	Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.	To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can.
The changing adolescent body	N/A	N/A	N/A	N/A	N/A	To know the names of parts of my body including private parts.
Basic first aid	N/A	N/A	Practising making an emergency phone call.	To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.	N/A	N/A

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Progression of skills and knowledge

Safety and the changing body

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe. Beginning to recognise unsafe digital content.	To understand that cyberbullying is bullying which takes place online. To know the signs that an email might be fake. To know the rules for being safe near roads.	Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online.	To understand that there are risks to sharing things online. To know the difference between private and public.
Drugs, alcohol and tobacco	Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make.	To understand that other people can influence our choices.	Discussing the benefits of being a non-smoker.	To understand the risks associated with smoking tobacco.
The changing adolescent body	N/A	N/A	Discussing some physical and emotional changes during puberty.	To understand the physical changes to both male and female bodies as people grow from children to adults.
Basic first aid	Learning what to do in a medical emergency, including calling the emergency services.	To know that bites or stings can sometimes cause an allergic reaction. To know that it is important to maintain the safety of myself and others, before giving first aid.	Learning how to help someone who is having an asthma attack.	To know that asthma is a condition which causes the airways to narrow.

Progression of skills and knowledge

Safety and the changing body

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Developing an understanding of how to ensure relationships online are safe.	To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online.	Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems.	To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems.
Drugs, alcohol and tobacco	Learning to make 'for' and 'against' arguments to help with decision making.	To know some strategies I can use to overcome pressure from others and make my own decisions.	Discussing the reasons why adults may or may not drink alcohol.	To understand the risks associated with drinking alcohol.
The changing adolescent body	Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty.	To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people.	Discussing problems which might be encountered during puberty and using knowledge to help.	To understand how a baby is conceived and develops.
Basic first aid	Learning about how to help someone who is bleeding.	To know how to assess a casualty's condition.	Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.	To know how to conduct a primary survey (using DRABC).

Appendix 2: External PSHE/RSHE visitor policy

Initial External Visitors Checklist	
Whilst it is not always possible to plan for every eventuality, good visitor research and preparation can ensure pupils learn safely and effectively. That is why at Boston West Academy, teachers and external contributors use the checklist below, prior to, during and after a session.	
Checklist	Y/N
- Are you clear how the external contribution fits in with the aims and objectives of the curriculum for PSHE education? - Is the visit embedded in the school's PSHE education scheme of work?	
- Is the external contributor's knowledge and experience relevant and appropriate? - Are you aware of the external contributor's values, aims and objectives and their reasons for working with schools? - Has the external contributor been checked with the DBS?	
Have you planned adequate time for discussing details of the visit, including any work for the pupils to plan or review?	
Is the external contributor aware of the needs of the pupils, such as in relation to the class dynamic, ability, and age?	
Have you discussed and informed the external contributor of relevant school policies, such as behaviour, sensitive and controversial issues and child protection and health and safety	
- Have you discussed with the external contributor professional boundaries that the school retains responsibility for, such as class discipline? Are there any codes of conduct or professional boundaries that the external contributor needs to work within? - Has the school ensured that the teacher will be present throughout the activity to take responsibility for discipline and to ensure continuity of work and links to other areas of work?	
Has time been planned for the pupils to have time to reflect on what they learned from working with the external contributor?	

Implications of practical considerations

When planning the session content, we will consider the following elements:

- Who will the visitor be working with? A large audience? A class? A year group? Consider how this will impact learning and how best to ensure the session remains interactive.
- Will the visitor be the sole contributor or will there be a carousel or panel format? Consider overlap, progression and how to round up the learning at the end of the session.
- Is the session planned in a way that will allow pupils to meet the learning outcomes? Is there interactivity in the session which supports young people to learn effectively?
- Might any young person be upset by this input? If so, are there ways to manage such eventualities to minimise the potential for harm?
- Have best practice principles on keeping learning safe in a PSHE education classroom been considered?

Evaluation Record of the external contribution

For completion by teaching staff after an activity or programme

Name of external contributor/organisation	
Date of Session	Year/Group
Brief aims/objectives	
External contributor/teacher evaluation of the session What went well? What did you learn from this session? What went less well? How could the session be improved? To what extent were the aims met? Do you have any questions you would like answered as a result of this session? What further information/sessions would you like? Would we make any changes next time?	

This form should be completed by a parent/carer if, following a discussion with the headteacher, they wish to withdraw their child from the non-statutory sex-education element of RSHE.

Appendix 3: Parent/carer form - withdrawal from sex education within RSHE

To be completed by parents/carers			
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/carer signature			

To be completed by the school	
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken.</i> <i>e.g. 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.</i>