

Relationships and Sex Education (RSE) Information

We aim to inform you of:

- Understand the statutory requirements for Relationships and sex education in schools
- How, what, why and when we intend to teach children
- View examples RSE resources and content
- Your rights as a parent

Grange Park curriculum intent

“Our curriculum aims to improve the life chances of all pupils by ensuring each child becomes:

- ***A successful learner** who enjoys learning, makes good progress, achieves well and has a clear understanding of how learning happens.*
- ***A confident individual** with a body of knowledge which enables them to live a safe, healthy and fulfilling life.*
- ***A responsible, respectful and active citizen** who is emphatic and has the strength of character to contribute positively to society including on a range of community and global issues.”*

Relationships and Health Education at Grange Park Primary School

From September 2020, all primary schools are required by the government to teach Relationships and Health Education as part of their Personal, Social, Health, and Economic (PSHE) curriculum. You can find further government guidance relating to this [here](#).

It has been created to help children have **positive** and **safe** relationships with anyone they might come into contact with including family, friends, and people online. It helps children make good decisions about their **health** and **wellbeing** and enables them to know how and where to seek support if any health issues arise for themselves or others.

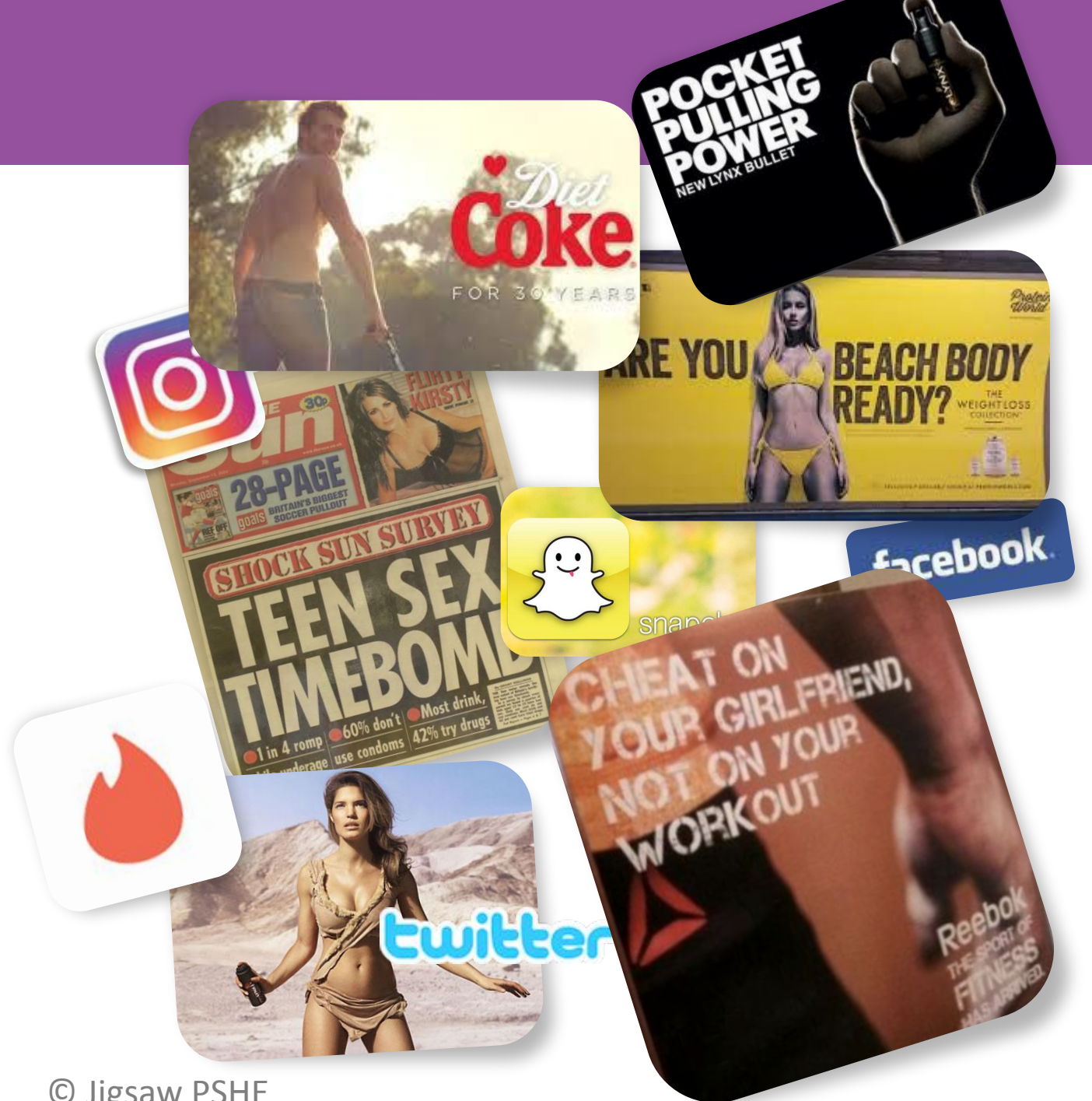
Relationships and Health Education at Grange Park Primary School is delivered through the 'Relationships' and 'Changing Me' Jigsaw puzzle pieces, which are covered in the summer term. Our spiral curriculum, which includes sex education at Y6, has been carefully planned to prepare our pupils for life in modern Britain, ensuring they understand the diverse world they are growing up in today. Each year group is taught in a way that is appropriate to their age and developmental stage.

Where and when?

Where and when did you first learn about relationships, puberty and human reproduction?

Today's considerations

- The internet
- Television
- Social media
- Other media
- Friends
- Family
- School



Be aware...

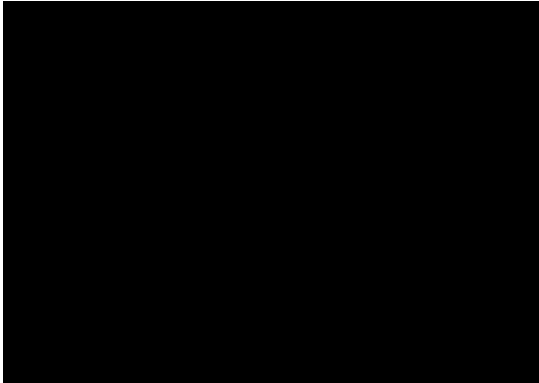
We are educating children and young people to live in the real world, with all its contradictions.

When it comes to relationships, puberty and human reproduction, children's heads are probably not empty - but they may be full of myths and half-truths.

We mustn't let our adult knowledge of relationships and sex prevent us seeing things from a child's perspective.

Our focus should be on building healthy attitudes and positive relationships, not just fighting off perceived threats.

Which approach is best for teaching RSE?

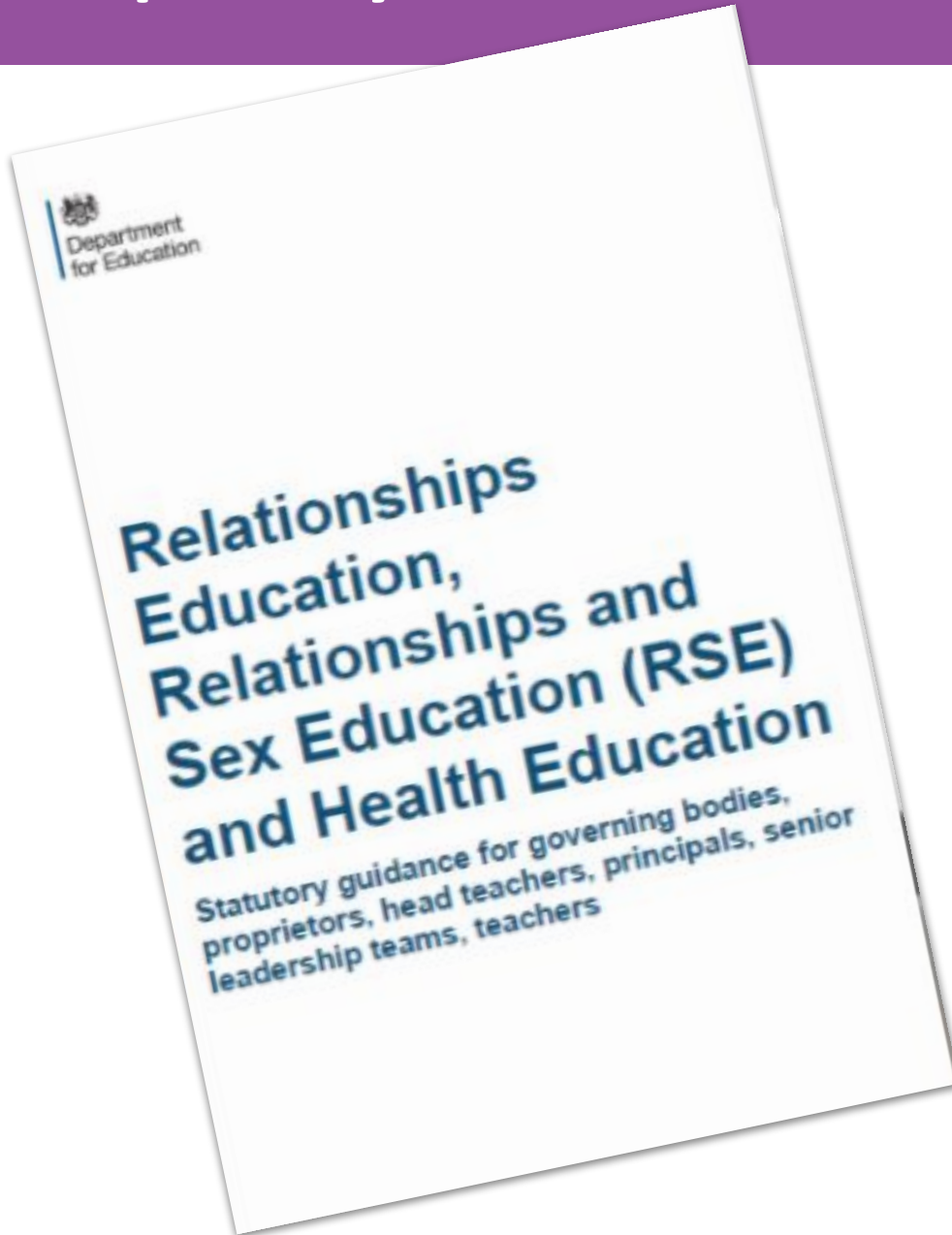


Which teaching approaches to RSE do these pictures represent?

What can school lessons provide for your children?

- Safeguarding
- Accurate information - e.g. names for body parts
- Safe and supportive environment
- Chance to ask questions
- Chance to discuss common issues and worries
- Chance to see and celebrate what are normal, healthy, respectful relationships and what are not healthy
- Where to get help

Compulsory status of RSE and Health Education



In 2018, the government passed an amendment to the Children and Social Work Bill to make RSE and Health Education statutory from September 2020.

This was supported by over 100 organisations, including Public Health England and Teaching Unions.

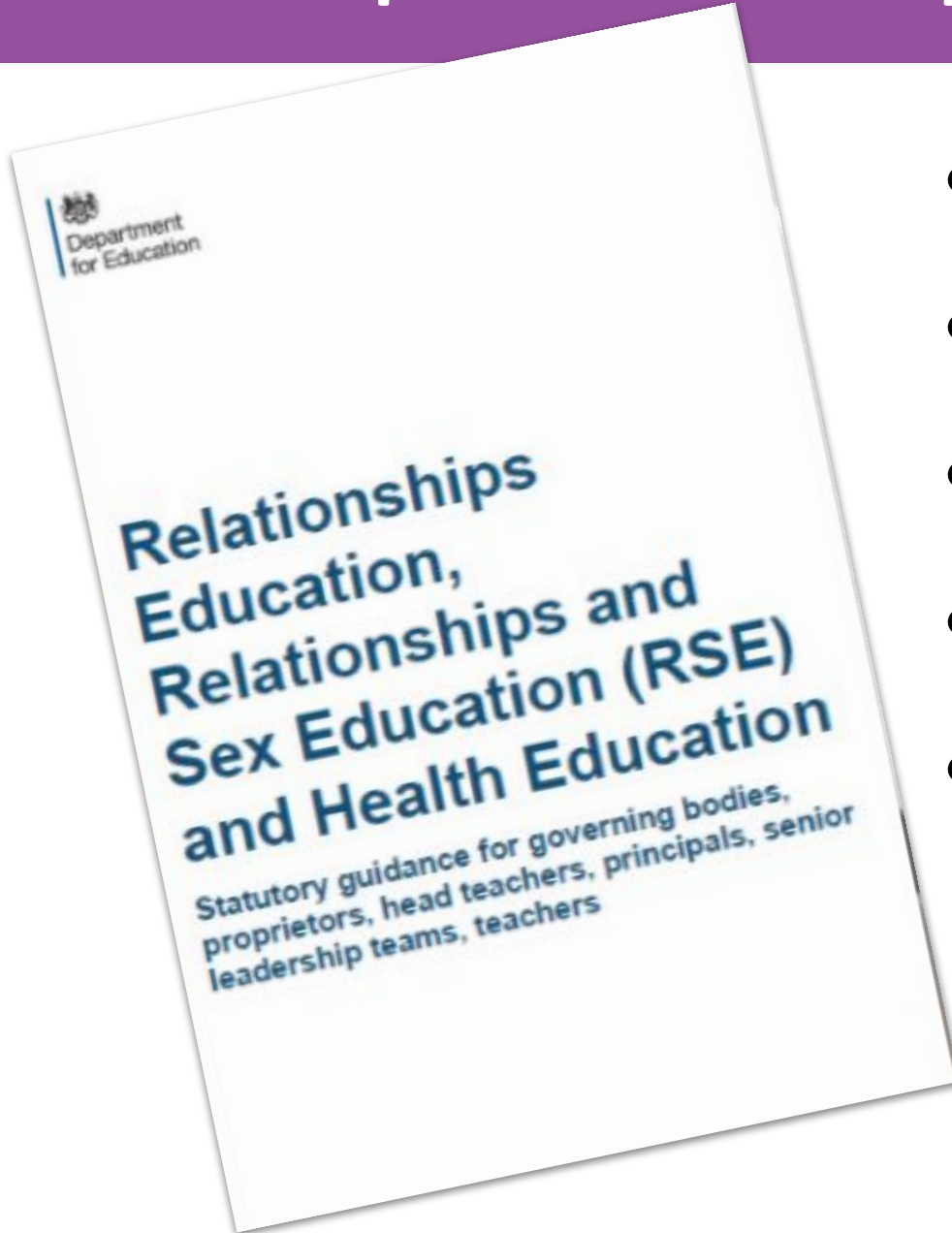
Teaching about relationships is nothing new for schools - relationships education is covered through PSHE education. 85% of schools already teach PSHE that covers health and relationships. The new requirements are about **raising and 'levelling up' of PSHE standards** across all schools.

What should children know about relationships?

- What a positive, healthy, caring and safe relationship looks and feels like.
- How to speak up and get help when a relationship does NOT feel healthy/positive.
- How to make and maintain positive relationships.

(Both online and offline relationships)

Relationships Education expectations



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

What does the government say is the aim of Relationships Education?

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.”

Secretary of State for Education...Guidance 2019

What does the government say is the aim of Relationships Education?

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. .. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children’s happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.”

Secretary of State for Education...Guidance 2019

LGBT+ Equality

What the DfE RSHE guidance says

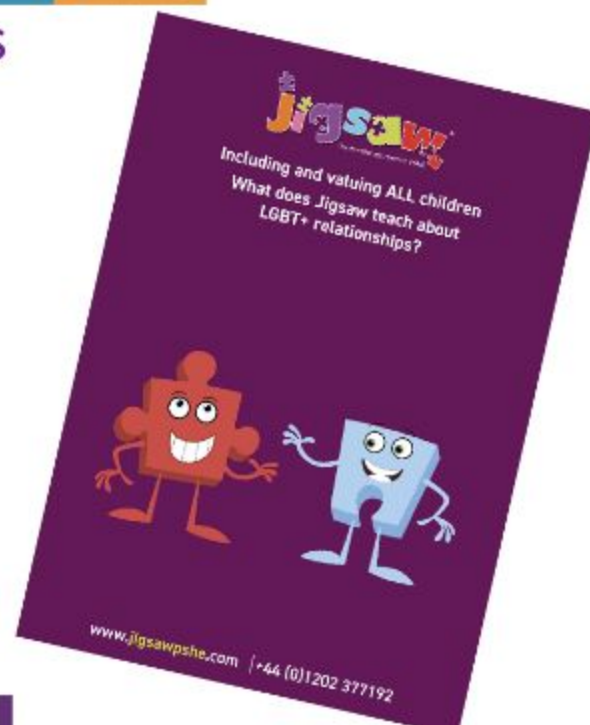
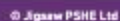
'Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and schools advice. Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).' - Para 27 page 13

LGBT+ Equality

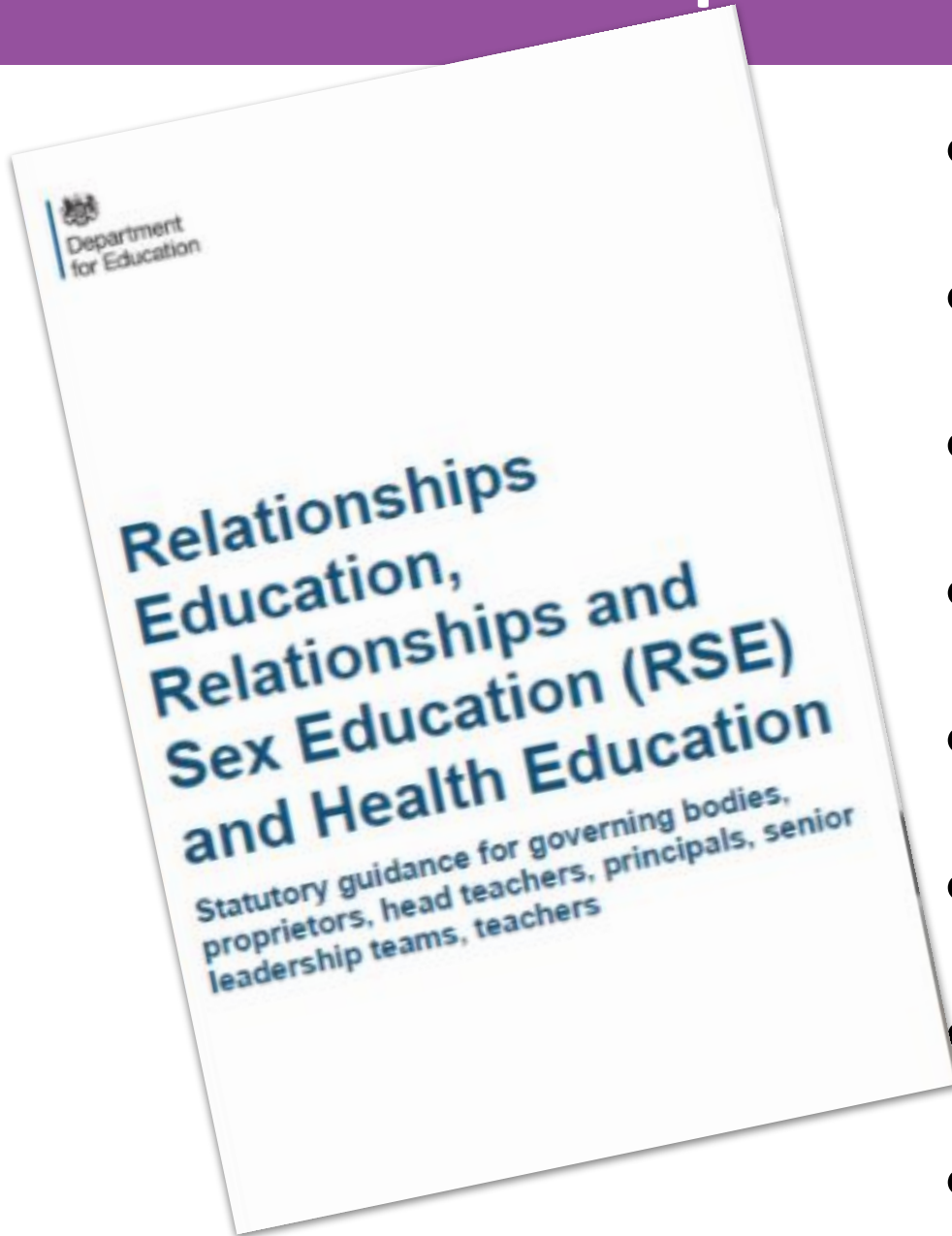
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‘Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and *take positive action to build a culture where these are not tolerated*, and any occurrences are identified and tackled.’ - Para 31 page 13



Health Education expectations



- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

What should children know about puberty?

This is statutory in Health Education and parents cannot withdraw their children from it.

- Correct names for parts of the body, including genitalia
- How their bodies will change during puberty
- How to manage these changes/practicalities
- Why these changes need to happen
- How and where to ask for help if needed

Sex Education is discretionary at primary...what does the guidance say?

The Department continues to **recommend** that **all** primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils...drawing on knowledge of the human life cycle set out in Science National Curriculum - how a baby is conceived and born.

At Grange Park, we offer a sex education which supplements the content from the Science National Curriculum

But what is sex education?

In Jigsaw, sex education is about human reproduction, not about sexual activity.



Connect Relationships and Sex Education Policy

SRE is 'learning about the emotional, social and physical aspects of growing up, relationships, sex... It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships'.

Relationships Education includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

These subjects '...put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.'

Relationship and Sex Education is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. (SRE Guidance DfE 2000).

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Expectations for Science related to Sex Education

Statutory Science programmes of study:

Key stages 1 and 2 National curriculum in England September 2013

Year 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

- Notice that animals, including humans, have offspring which grow into adults.
(Non-statutory note: Pupils should be introduced to ...the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs).

Expectations for Science related to Sex Education

Year 3 and 4

- Nothing in Science curriculum related to puberty or reproduction.

Year 5

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
(non-statutory note: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals).
- Describe changes as humans develop to old age.
(Non-statutory note: Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows).

Year 6

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

September 2020 onwards in Primary Schools (England)

Legally:

1. Schools **MUST** teach the Science Curriculum
2. Schools **MUST** teach Relationships and Health Education (including changing adolescent body)

Plus...

A recommendation that all schools have a Sex Education Programme

Statutory status - right to request to withdraw

The Department for Education *‘continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.’*

Parents have the right to request to withdraw from any parts of Sex Education other than those which are part of the science curriculum (the biological/reproductive aspects of the science curriculum).

Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education.

Parents wanting to exercise the right are invited to discuss this with the Headteacher or Deputy Headteacher who will explore the concerns with the parent. Following this discussion, if a parent still wishes to withdraw the child, we would ask that the request be submitted in writing to the Headteacher.

So what, where, when and how? - whole school approach

Being Me in My World

Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Changing Me



- Relationships
- Values
- Mental health
- Self-esteem
- Social skills
- Safeguarding inc.
Internet safety

(Golden Threads)



Relationships is taught through the units 'Relationships' and Changing Me' which are taught in the summer term each year



Relationships

Families
Friendships
Love and Loss
Memories
Grief cycle
Safeguarding and keeping safe
Attraction
Assertiveness
Conflict
Own strengths and self-esteem
Cyber safety and social networking
Roles and responsibilities in families
Stereotypes
Communities



Changing Me

Life cycles
How babies are made
My changing body
Puberty
Growing from young to old /
Becoming a teenager
Assertiveness
Self-respect
Safeguarding
Family stereotypes
Self and body image
Attraction
Change / Accepting change
Looking ahead / Moving
class/schools

Puberty and Human Reproduction

FS	Growing up	How we have changed since we were babies.
Year 1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates.
	Girls' and boys' bodies	Appreciating the parts of my body that make us different and using the correct names for them.
Year 2	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and girls	Differences between boys and girls - how do we feel about them? Which parts of me are private?

Puberty and Human Reproduction

Year 3	How babies grow	Understanding that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.
Year 4	Outside body changes	How our bodies need to change so they can make babies when we grow up - outside changes and how we feel about them.
	Inside body changes	How our bodies need to change so they can make babies when we grow up - inside changes and how we feel about them (animations - male and female reproductive system).
	Having a baby	The choice to have a baby, the parts of men and women that make babies.
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation


Puberty and Human Reproduction

Year 5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself.
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings.
Year 6	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life.
	Puberty	Consolidating understanding of physical and emotional changes and how they affect us.
	Conception to birth	The story of pregnancy and birth.

Rationale for teaching correct terminology

- As part of a high quality provision for teaching RSE, teachers will always use correct terminology when teaching about reproductive organs or reference to genitalia.
- Children need to learn the correct biological/medical names for the genitalia and reproductive organs in order to have the right language to describe the private parts of their body accurately and support their understanding of the human body.
- Lessons will be age appropriate, based on guidance from the DfE.
- Younger pupils should learn the correct terminology used to label body parts and learn about the differences between boys and girls.

Relationships and Changing Me

	Summer 1 Relationships	Summer 2 Changing me		Summer 1 Relationships	Summer 2 Changing me		Summer 1 Relationships	Summer 2 Changing me
Reception	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Changing me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	Year 1	Relationships Identify members of my family and understand that there are lots of different types of families. Making friends/being a good friend. Know appropriate ways of physical contact to greet my friends and know which ways I prefer. Know people who can help me in my school community. Recognise my qualities as a person and a friend. Celebrating special relationships.	Changing me  Life cycles - animals and humans. Changes in me. Changes since being a baby. Differences between female and male bodies using correct terminology. Linking growing and learning. Coping with change. Transitions.	Year 2	Relationships Different family members. Different types of families. Physical contact boundaries within families. Friendship and coping with conflict. Secrets. Trust and appreciation. Expressing appreciation for special relationships.	Changing me Recognise cycles of life in nature. Growing from young to old. Body changes since being a baby. Differences in female and male bodies using correct terminology and appreciate that some parts of my body are private. Understanding that there are different types of touch and being able to explain which ones I like and don't like. Assertiveness. Preparing for transition.

Relationships and Changing Me

	Summer 1 Relationships	Summer 2 Changing me		Summer 1 Relationships	Summer 2 Changing me
Year 3	Relationships Identify family roles and responsibilities. Friendship skills and negotiation. Keeping safe online and knowing who to go to for help. Being a global citizen - explain how some of the actions and work of people around the world help and influence my life. Being aware of how my choices affect others. Awareness of how other children have different lives. Expressing appreciation for family and friends.	Changing me Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. Start to recognise stereotypical ideas I might have about parenting and family roles. Preparing for transition.	Year 4	Relationships Recognise situations which can cause jealousy in relationships. Identify someone I love and express why they are special to me. Memories of loved ones. Friendships: Getting on and falling out. Understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older. Showing love and appreciation to the people and animals who are special to me.	Changing me Understand outside body changes. Understand inside body changes. Understand how some of my personal characteristics have come from my birth parents. Correctly label the internal and external parts of male and female bodies that are necessary for making a baby, using correct terminology. Girls and puberty. Confidence and change. Accepting change. Preparing for transition. Environmental change.
	Summer 1 Relationships	Summer 2 Changing me		Summer 1 Relationships	Summer 2 Changing me
Year 5	Relationships Understanding self-recognition and self-worth. Building self-esteem - characteristics and personal qualities. Developing safer online communities, including online gaming, social networking and gambling responsibilities. Reducing screen time. Dangers of online grooming. SMART internet safety rules.	Identify changes that have been and may continue to be outside of my control that I learnt to accept. Self and body image. Influences of online and media on body image. Be aware of my own self-image. Describe how boys' and girls' bodies change during puberty. Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities. Coping with change. Preparing with transition.	Year 6	Relationships Taking care of my mental health. Identifying mental health worries and sources of support. Understanding stages of grief - love and loss. Managing feelings. Recognising power and control and understanding assertiveness. Using technology safely and responsibly.	Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need IVF to help them have a baby. Being aware of my own self-image and body image. Understanding puberty and feelings. Describe how a baby develops from conception through to birth. Understanding physical attractions. Developing positive self-esteem. Understanding respect and consent. Boyfriends/girlfriends. Understanding sexting. Preparing for transition.

Relationships and Changing Me vocabulary

Relationships and Changing Me terminology

Relationships	
EYFS	Families, Different, Unique , Step family, Adopt, Two mums, Two dads, Friends , Argument, Bullying
Year 1	Family,Belong, Different, Same, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Qualities, Skills, Self belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate, Feelings
Year 2	Family, Different, Similarities, Special, Relationship,Important, Cooperate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends ,Likes/dislikes, Conflict, Point of view, Positive problem solving, Secret Surprise, Good secret, Worry secret, Telling, Adult, Trust, Surprised, Happy, Sad, Frightened, Trust ,Trustworthy, Honesty, Reliability, Compliments, Celebrate, Positive, Negative, Appreciate
Changing Me	
EYFS	Body, Skeleton, Skin, Head, Skull, Shoulders, Arms, Fingers, Hands, Nails, Tummy, Back, Bones, Legs, Feet, Toes, Heart, Lungs, Brain, Knees, Healthy, Not so healthy, Fruit, Vegetables , Vitamins, Minerals, Energy, Heart, Lungs, Concentration, Water, Exercise, Babies, Children, Adults, Growing, Crawling, Walking, Talking, Transition, Year 1, Teachers, Feelings, Reception, Friends, Happy, Excited, Nervous, Scared, Future, Worry, Fear, Excited, Future, Memories, Happiest
Year 1	Changes, Life cycle, Baby, Adulthood, Change, Life cycle, Baby, Adult, Grown up, Baby, Growing up, Adult, Mature, Change, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Change, Change, Feelings, Anxious, Worried, Excited, Coping
Year 2	Change, Grow, Life cycle, Control, Baby, Adult, Fully grown, Growing up, Old,Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Adult, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Change, Looking forward, Excited, Nervous, Anxious, Happy

Relationships and Changing Me vocabulary

Relationships	
Year 3	Men, Women, Male, Female, Unisex, Role, Job, Responsibilities, Differences, Similarities, Respect, Stereotype, Conflict Solution, Problem solving, Friendship, Win-win (from lesson 2), Safe, Unsafe, Risky, Internet, Social media, Private Messaging (PM), Gaming (from lesson 3 - online safety), Global, Communications, Transport, Interconnected, Food journeys, Climate Trade, Inequality (from lesson 4 fairtrade) There are images of work in other countries - I don't think these are needed?, Needs, Wants, Rights, Deprivation, United Nations, Equality, Justice (from lesson 5 - discussing needs and wants and comparing our lives to those who are less fortunate) I don't think this is needed. Sharing the rights of a child, Happiness, Celebrating, Relationships, Friendship, Family, Thank you, Appreciation
Year 4	Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Strategy, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hopelessness, Relief, Acceptance, Depression, Souvenir, Memento, Memorial, Loss, Memories, Special, Remember, Friendships, Negotiate, Compromise, Trust, Loyalty, Anger, Betrayal, Empathy (from lesson 4), Friendships, Negotiate, Compromise, Trust, Loyalty, Anger, Betrayal, Empathy, Special, Love, Appreciation, Symbol, Care
Year 5	Characteristics, Personal qualities, Attributes, Self-esteem, Responsibility/Being responsible, Age-limit, Social network, Community, Online, Off line, Responsibility, Rights, Risky, Age-limit, Community, Violence, Appropriate, Grooming, Trolled, Gambling/ betting, Trustworthy, Responsibility, Rights, Risky, Age-limit, Community, Violence, Appropriate, Grooming, Trolled, Gambling/ betting, Trustworthy, Responsibility, Rights, Risky, Addictive, Devices, Screen time, Social, Off line, Mental health, Physical health, Personal information, Safe, Online, Choices, Vulnerable, Risk, Grooming, Rights, Responsibilities
Year 6	Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Mental health, Worried, Signs, Stress, Anxiety, Warning, Support, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Strategies, Risks, Pressure, Influences, Self-control, Real/Fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Control, Cyberbullying, Abuse, Safety

Relationships and Changing Me vocabulary

Changing Me	
Year 3	Changes between conception and birth, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Stereotypes, Task, Roles, Challenge, Change, Looking forward, Excited, Nervous, Anxious, Happy 
Year 4	Change, Puberty, Control, Puberty, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum/ Ova, Womb/ Uterus, Vagina, Personal, Unique, Characteristics, Parents, Sperm, Egg/ Ovum, Penis, Testicles, Vagina/ Vulva, Womb/ Uterus, Ovaries, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control
Year 5	Emotions, Control, Change, Acceptance, Self, Self-image, Body image, Self-esteem, Perception, Characteristics, Aspects, Affirmation, Puberty, Menstruation, Periods, Sanitary towels, Sanitary pads, Tampons, Ovary/ Ovaries, Vagina, Oestrogen, Vulva, Womb/Uterus, Puberty, Sperm, Semen, Testicles/Testes, Erection, Ejaculation, Wet dream, Larynx, Facial hair, Growth spurt, Hormones, Teenager, Milestone, Perceptions, Puberty, Responsibilities, Change, Hope, Manage, Cope, Opportunities, Emotions, Fear, Excitement, Anxious
Year 6	Relationships, Conception, Making love, Sexual intercourse, Fallopian tube, Fertilisation, Pregnancy, Embryo, Umbilical cord, Contraception, Fertility treatment (IVF), Self-image, Self-esteem, Real self, Celebrity, Opportunities, Freedoms, Responsibilities Puberty, Pregnancy, Embryo, Foetus, Placenta, Umbilical cord, Labour, Contractions, Cervix, Midwife, Attraction, Relationship, Pressure, Love, Sexting, Self-esteem, Negative body-talk, Choice, Feelings/emotions, Challenge, Mental health

Example relationships resource for Ks1



Example
relationships
resource for
Ks1 - How
different
families are
taught



Example
relationships
resource for
Ks2 - How
different
families are
taught

Celebrating Difference
'Family' Pictures PowerPoint Slides 1-12 - Ages 7-8 - Piece 1



Celebrating Difference
'Family' Pictures PowerPoint Slides 1-12 - Ages 7-8 - Piece 1



Example
relationships
resource for
Ks2 - Children
discuss what
jealousy feels
like and
possible
reasons.

Marcus is popular and has a big friendship group. Ahmed wishes he could be the same.

Grace is going to Disney World for her holiday. Jamie isn't going on holiday this year.

Amy usually plays with Becky, but today she wants to play with a different friend.

Olivia always looks good in her selfies. Emily hates taking selfies of herself because she thinks she looks fat.

Relationships

Jealousy PowerPoint Slides 1-3 - Ages 8-9 - Piece 1



KS1 resource - Life cycles

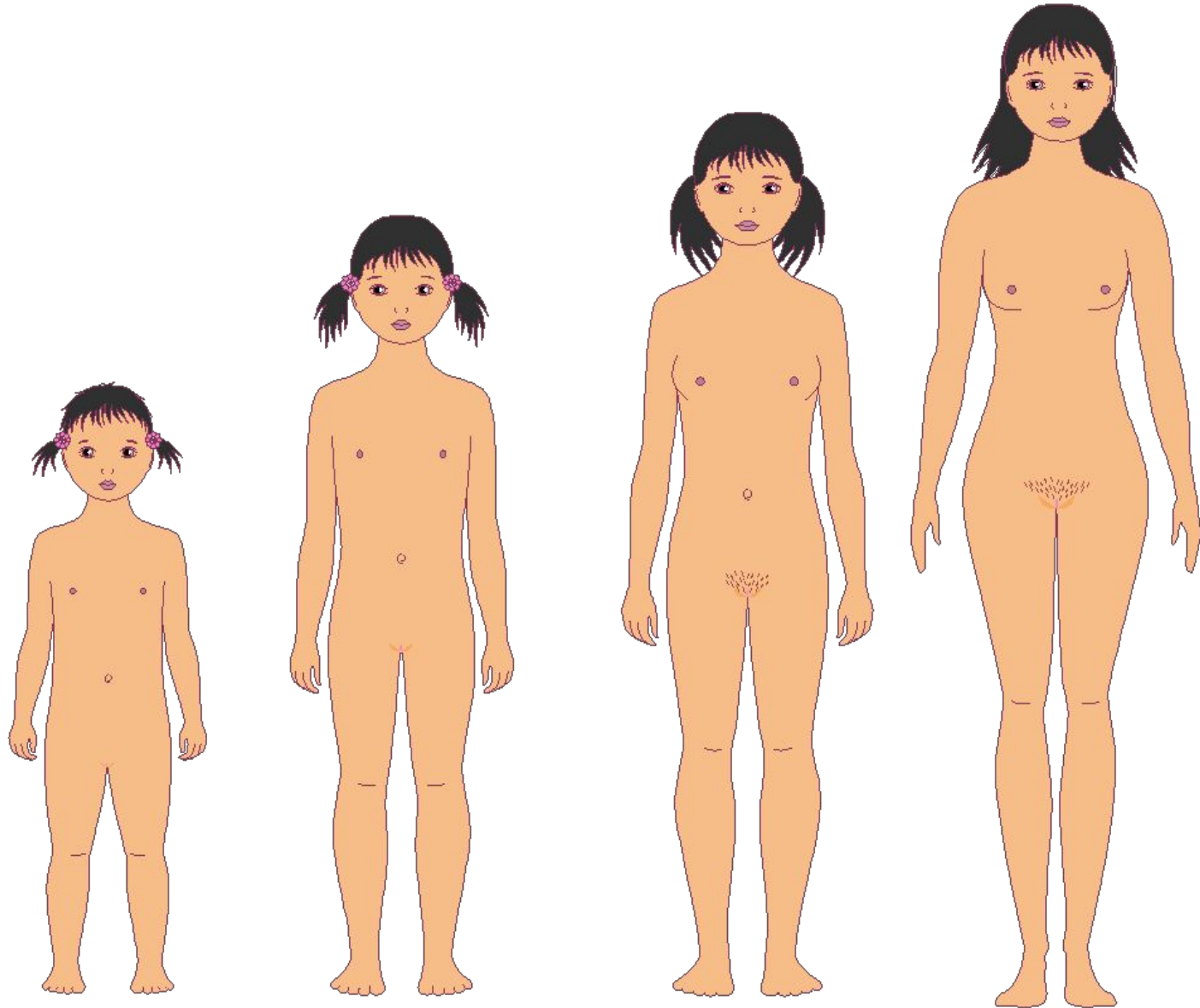
Some example materials from Changing Me



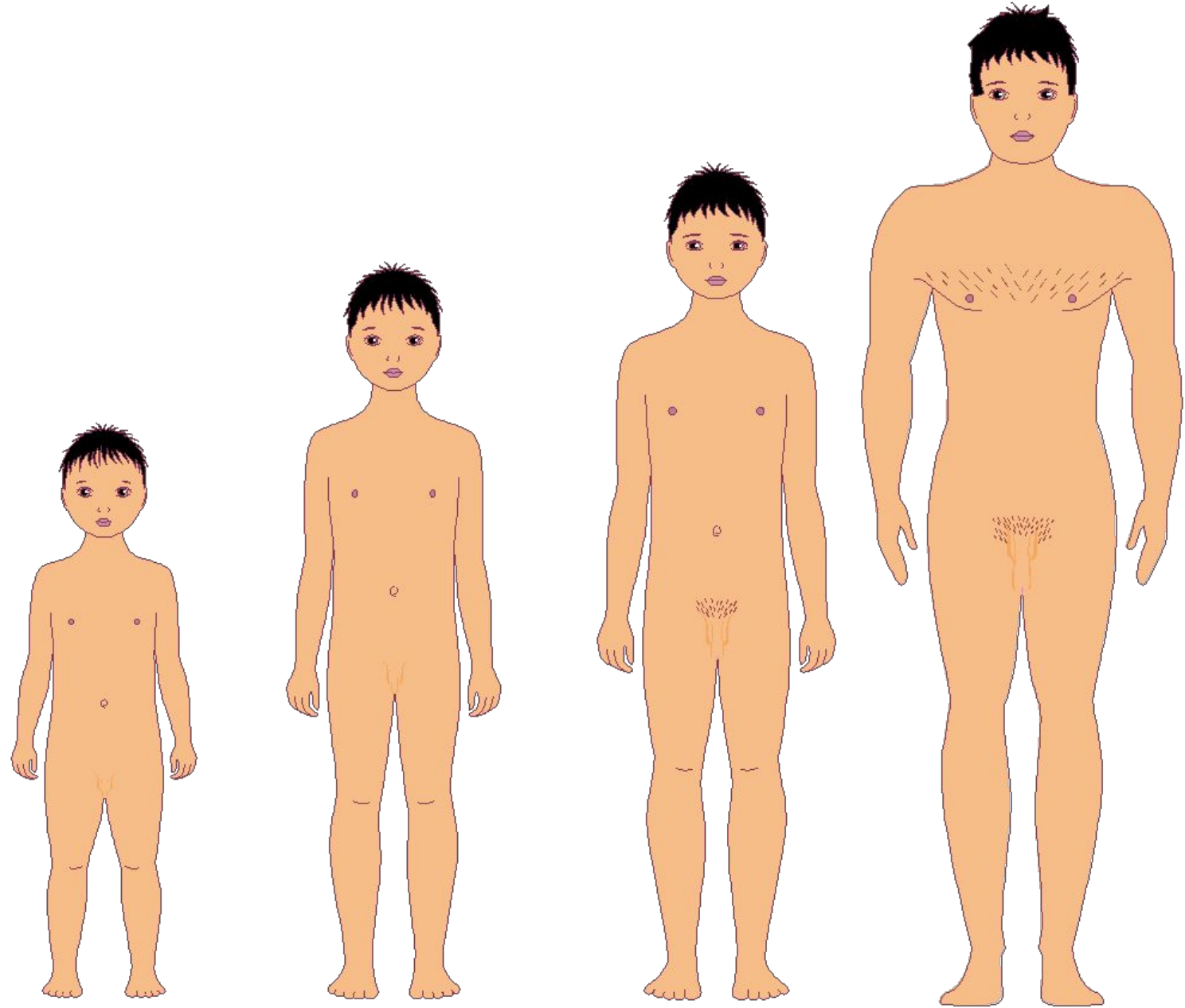
– younger children



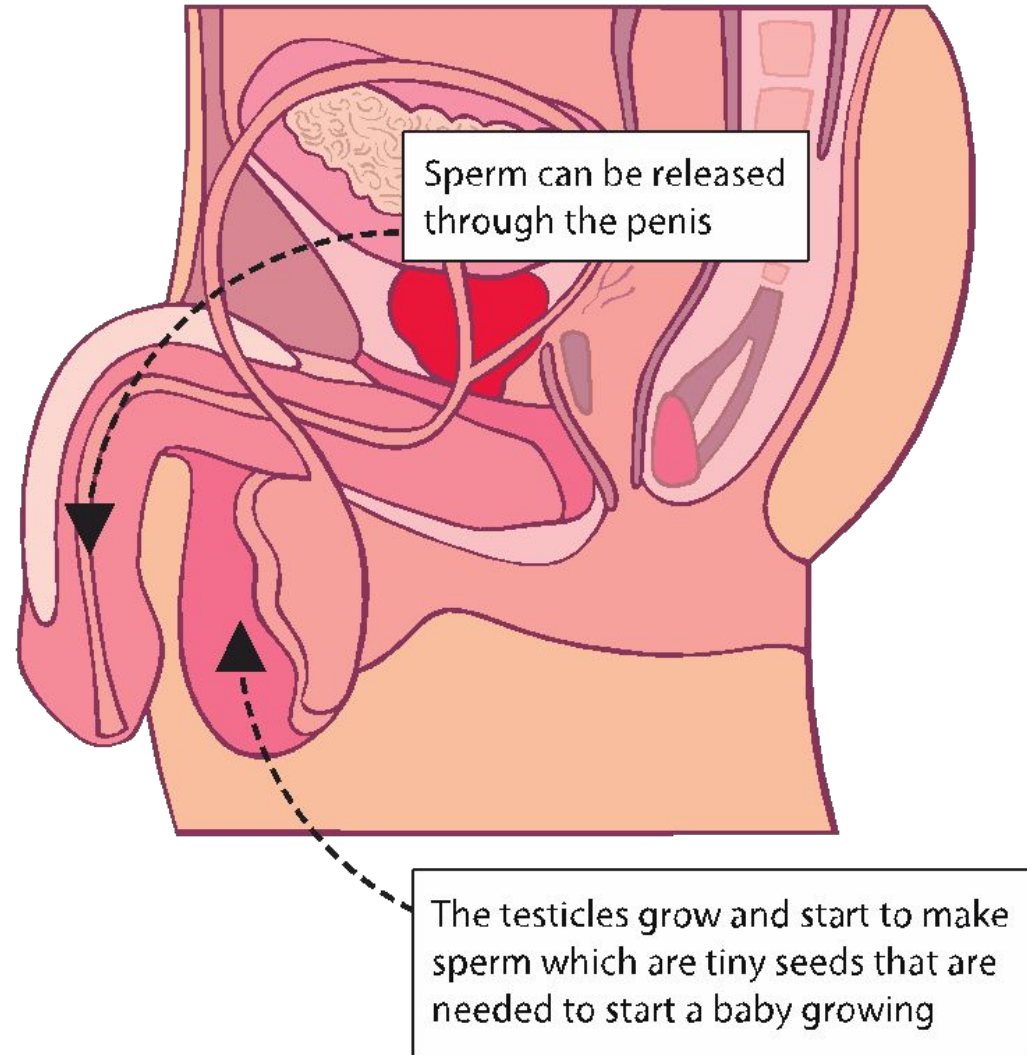
KS2 resource -outside changes for girls



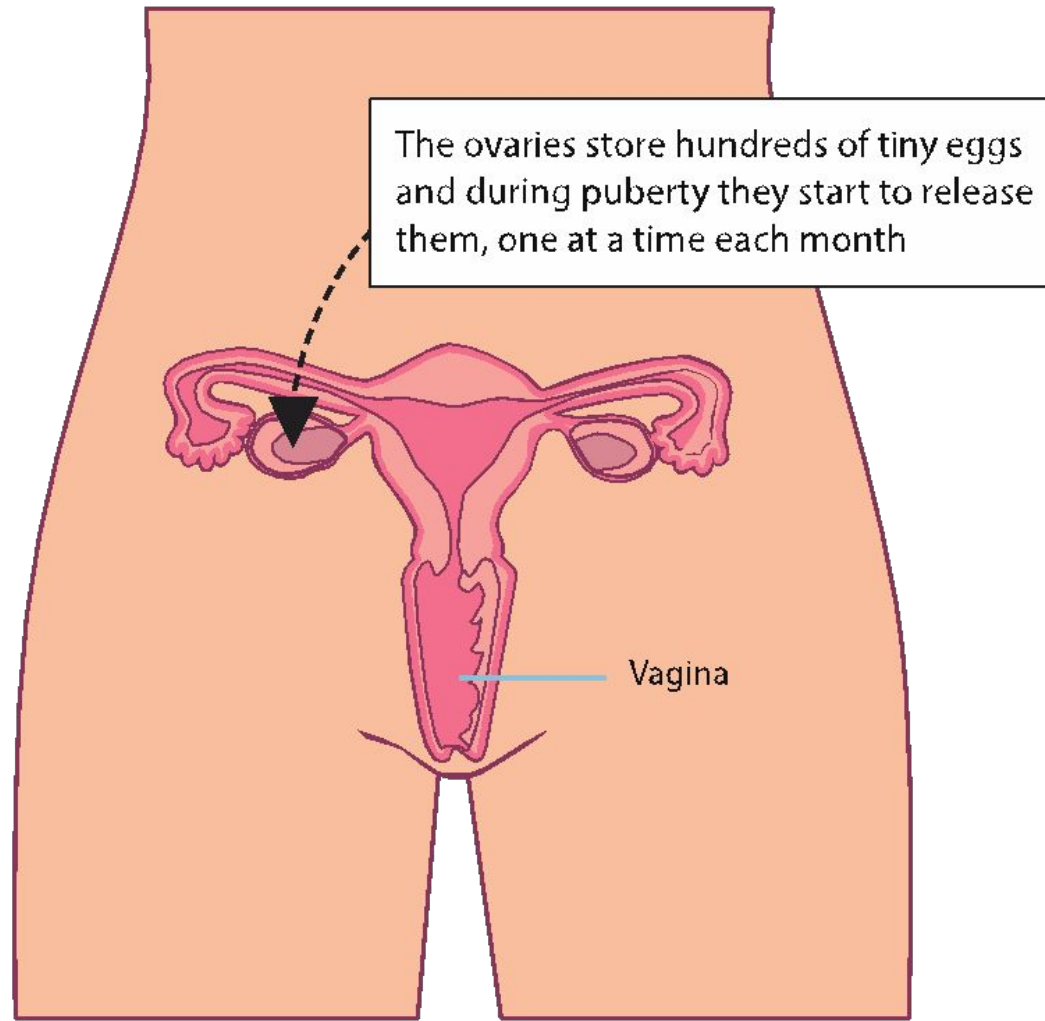
KS2 resource – outside changes for boys



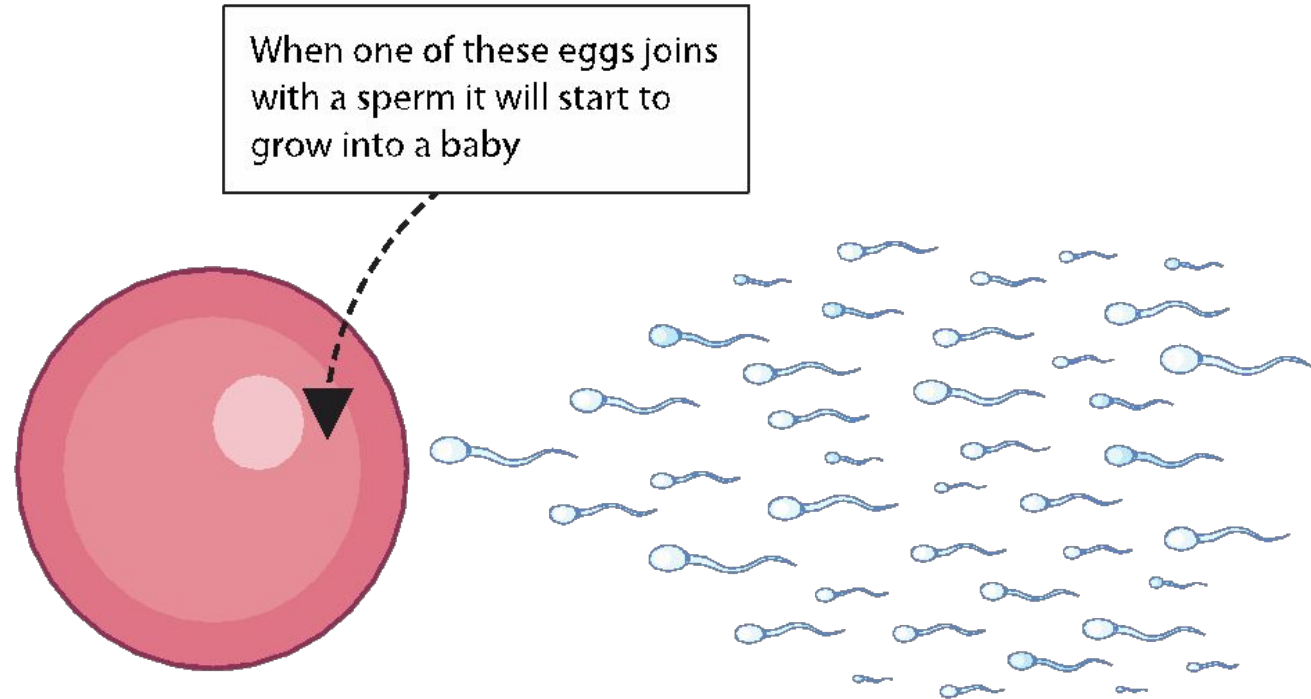
Example of
one of the Ks2
resources –
inside body
changes for
boys



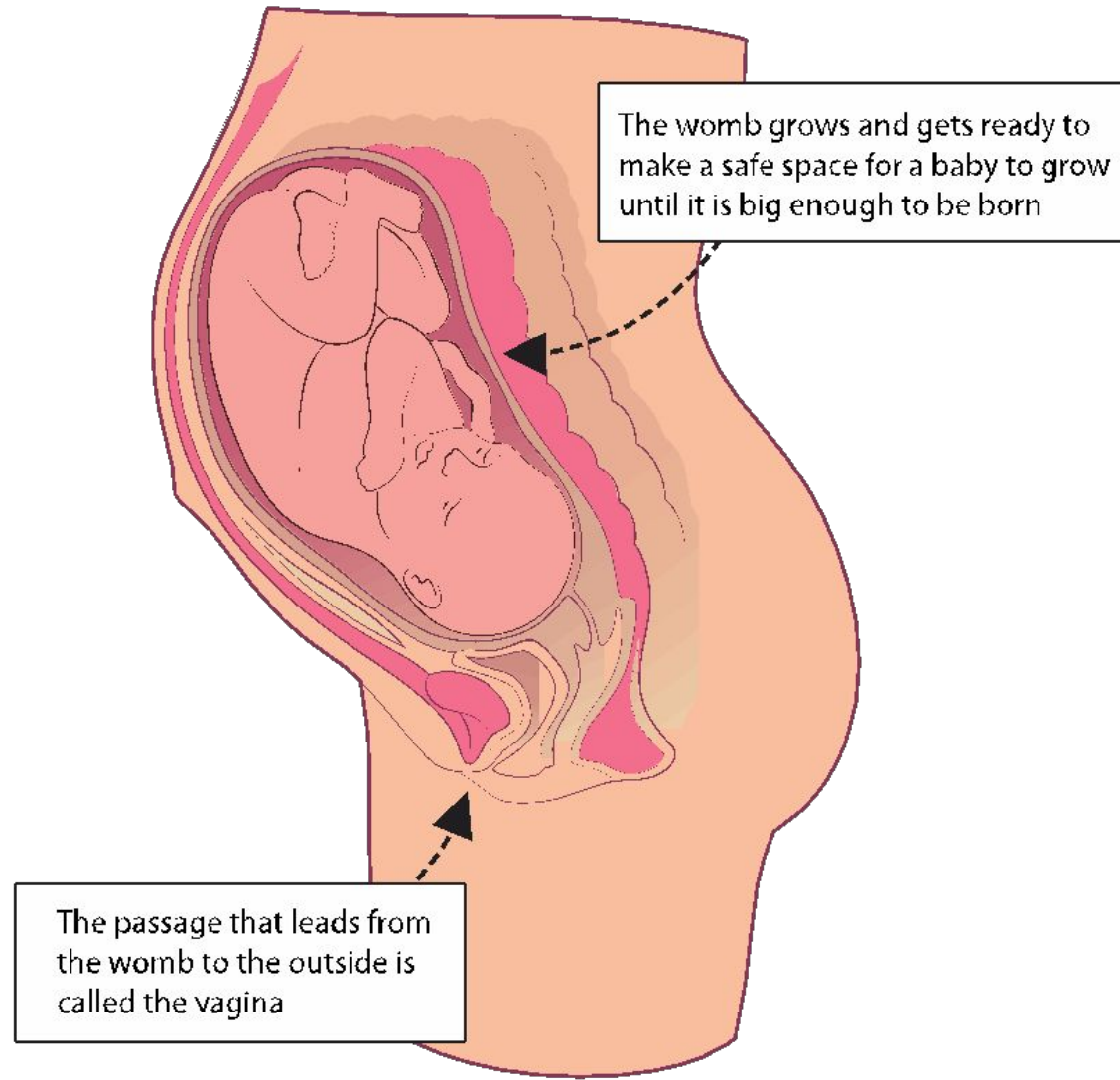
Example of
one of the KS2
resources –
inside changes
for girls



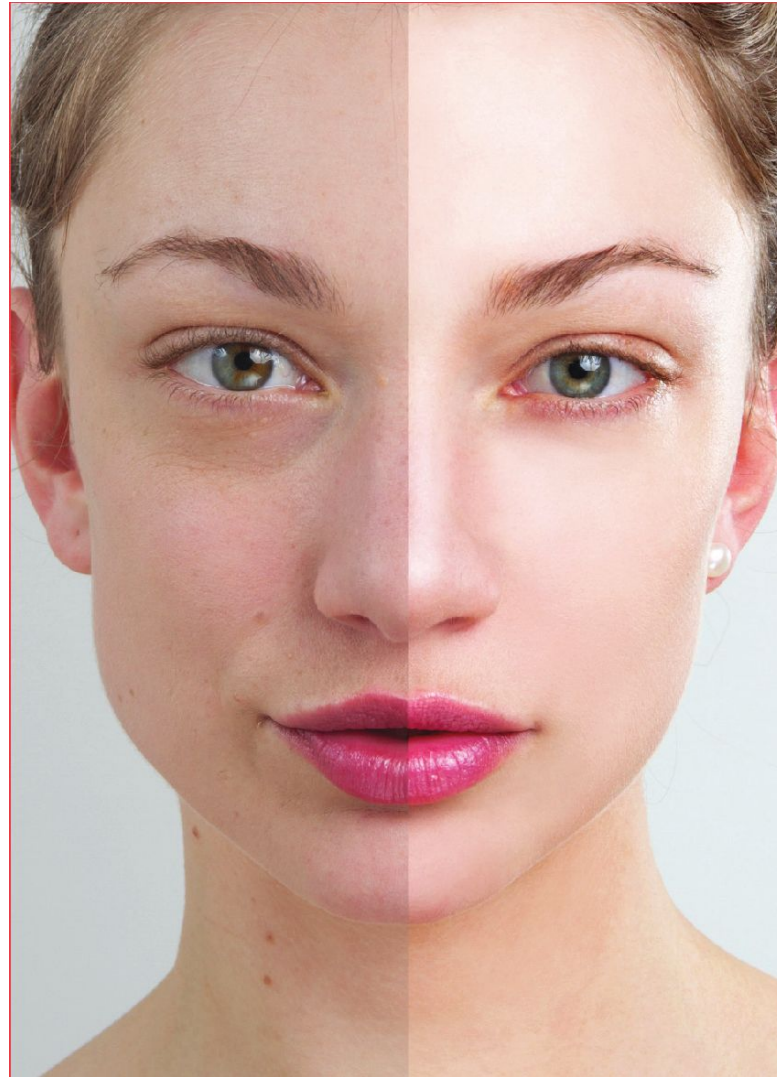
Example of a KS2 resource - conception



Example of a KS2 resource conception and childbirth



Example of a
KS2 resource –
body image and
self esteem/
exploring the
impact of social
media on
mental health



Thank you

Thank you for engaging with this parent workshop.

If you have any comments or questions, please email them to the office FAO Rebecca Neale, Deputy Headteacher and Leader of Learning for PSHE.