



St Laurence School Relationship and Sex Education Policy



1. Introduction

St Laurence is committed to educating students in relationships and sex in accordance with statutory DFE guidance and the PSHE Association. This will be conducted sensitively, informed by the belief that people are a treasure as a gift from God and, as a result, we value all students equally, whatever their background, disability, ethnicity, gender, identity, learning difficulty, nationality, religion, or sexual orientation. We are committed to embedding a school culture that is fully inclusive, encouraging respect for difference and diversity and ensuring that all students learn in a supportive, caring and safe environment within the Christian values that underpin our ethos as a Church of England School. At St Laurence, Relationship, Sex and Education* is rooted in Christian values and reflects the diverse and inclusive nature of our school and Diocese. Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral and emotional development. At St Laurence School, RSE is centred on personal safety, caring for others and building strong family relationships. This is coupled with teaching students about sexual health (including safe sex), and sexuality.

Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. RSE at St Laurence is intended to help students learn about relationships, emotions, sexuality and sexual health. We aim to present relevant facts in an objective and balanced manner. RSE at St Laurence will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

2. Purpose

To enable a clear strategy in the delivery of Relationship and Sex Education by ensuring that all members of the school community understand our moral responsibility to ensure we afford all students the equal opportunity to achieve their personal best educational outcomes and support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

The DFE states the rationale of an RSE programme is:

‘To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.’

The 2018 SIAMS schedule for inspection also states in the section on ‘Dignity and Respect’ that from 2019, schools should offer “appropriate and coherent relationships and sex education that reflects the school’s Christian vision and supports students to form healthy relationships” (SIAMS 2018). The Relationships part of the PSHE curriculum clearly puts the health of all relationships as the most important factor, particularly the relationships with, and respect for, yourself.

3. Aims

“For Church schools, RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within the context of a Christian vision for the purpose of life.” Church of England Education Office Response to Call for Evidence on RSE Curriculum

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

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

*Hereafter referred to as RSE

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4. Statutory requirements

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

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

At St Laurence School we teach RSE as set out in this policy.

5. Policy development

This policy has been developed in consultation with staff, students and parents.

The RSE policy and curriculum has been produced in line with statutory guidance from the Department for Education, with input from our expert staff and in consultation with parents. We are clear that parents and carers are the prime educators for children on many of these matters. At St Laurence we aim to work in collaboration with parents and carers, building on what students learn at home. This policy and the RSE curriculum reflects our School's context and diverse nature as well as recognising that the role of educating every student is a partnership between home and school.

The consultation and policy development process involved the following steps:

1. Review: a member of staff or working group collated all relevant information including relevant national and local guidance
2. Staff consultation: all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation: parents and any interested parties were invited to consult about the policy
4. Pupil consultation: we investigated what exactly students want from their RSE
5. Ratification: once amendments were made, the policy was shared with governors and ratified

6. Definition

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being. (Sex Education Foundation <https://www.sexeducationforum.org.uk/>)

The Sex Education Forum believes that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010. RSE is not about the promotion of sexual activity or individual lifestyle preferences.



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7. Curriculum

The curriculum is required to:

Promote the spiritual, cultural, mental and physical development of students at the school and society.

Prepare such students for the opportunities, responsibilities and experiences of adult life. Education Reform Act – 1988

Under the Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and - prepares students at the school for the opportunities, responsibilities and experiences of later life

All maintained secondary schools must provide relationship and sex education (including education about sexually transmitted disease such as HIV and AIDS and child protection issues such as FGM and child sexual exploitation) and must teach human growth and reproduction as set out in the national curriculum. This is a statutory requirement.

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

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

8. Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

We aim to always deliver content sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents while always with the aim of providing students with the knowledge they need of the law and the legal implications of their actions. In an objective and balanced manner the delivery of RSE will enable all of our students' to comprehend the range of social attitudes and behaviour in modern Britain. This will empower them to consider their own attitudes and actions and make informed, reasoned and responsible decisions while they are at school, at home and in adult life.

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

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

8.1 Resources

RSE resources are chosen and checked for:

- Being inclusive – acknowledging the full spectrum of diversity in society
- Positive, healthy and unbiased messages

8.2 Language

Staff will:

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- Use the correct terms for all body parts
- Use clear, unequivocal language in an objective manner
- Discuss what 'slang' words mean and say that some can be seen as offensive.

Staff will use their judgement in discussion depending on understanding and maturity level of learners.

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

9. Roles and responsibilities

9.1 The governing board

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

The named Governor for RSE is Lindsey Driscoll

9.2 The Headteacher

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

9.3 Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Teaching staff for 2020/2021

Miss Charlotte Bryer Head of PSHE-Responsible for all PSHE and RSHE

Mrs Rebecca Overfield- Assistant Headteacher for Safeguarding and Student wellbeing

Mrs Karen Rhodes-Director of learning for Key stage 3-PSHE Teacher

Ms Charlotte Kendall- Head of House-PSHE Teacher

Mrs Lisa Howsam- PSHE Teacher

Miss Julie Rose-PSHE Teacher

Mr Frank Woodburn-PSHE Teacher

Mr Ben Oaten-PSHE Teacher

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Mr Ben Taylor-Teacher of PSHE

9.4 Students

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

10. Parents right to withdraw

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

Requests for withdrawal should be put in writing and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

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

There is no right to withdraw a child from relationships education in primary or secondary schools

11. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar for PSHE.

The Head of PSHE may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

12. Monitoring arrangements

The delivery of RSE is monitored by the Head of PSHE, regularly monitors and evaluates the PSHE programme to ensure impact.

Monitoring takes place through a variety of methods, including learning walks, department meetings, work sampling, drop-ins and check-ins, scrutiny of lesson plans, and student feedback and student voice. The views of the students and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis.

PSHE staff also receive the same teaching and learning monitoring and support as other subjects.

This policy will be reviewed on an annual basis. At every review, the policy will be approved by the Community and Ethos governing committee and the Headteacher.

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Appendix 1



PSHE- Personal, social, health and economic
education

YEAR 7
Curriculum
Map

<p>Term 1 Themes</p> <ul style="list-style-type: none"> Getting to know you-my identity Transition to secondary school Friendships 	<p>Term 2 – Themes</p> <ul style="list-style-type: none"> How to manage school life- be the best I can-raising aspirations Enterprise skills and me Decision making about money 	<p>Term 3- Themes</p> <ul style="list-style-type: none"> Managing puberty and issues of unwanted contact and FGM Basic first aid
<p>Term 1 Lessons</p> <ol style="list-style-type: none"> Introduction to PSHE- expectations/ground rules Develop your identity- speeches Develop your identity-speeches Manage transition to your new school Begin to grow and maintain friendships in new situations Friendships Improving study skills to develop responsibility for own learning 	<p>Term 2 Lessons</p> <ol style="list-style-type: none"> Plat skills introduction Organisation skills Reflection skills Creativity skills Independence Enterprising- what is it and what is effective team work like? Future choices- what is a career? 	<p>Term 3 Lessons</p> <ol style="list-style-type: none"> Physical and emotional challenges to young people- personal hygiene Personal responsibility for health Puberty Inappropriate or unwanted contact FGM and laws First Aid- recovery position First aid- CPR
<p>Term 4 – Themes</p> <ul style="list-style-type: none"> Diversity, prejudice and bullying E-safety- bullying and how to be safe Managing on and off-line friendships 	<p>Term 5 – Themes</p> <ul style="list-style-type: none"> Self-esteem, romance and friendships Exploring family life Emotional health-how do you feel? 	<p>Term 6- Themes</p> <ul style="list-style-type: none"> Risks of Alcohol and Tabaco Healthy choices-How to make- Diet/Exercise
<p>Term 4 Lessons</p> <ol style="list-style-type: none"> Diversity- rights and responsibilities Prejudices and discrimination- challenge and managing them Bullying-types and strategies to deal with E-safety- general safety E-safety-manage the social risks of using the internet Social media and relationships 	<p>Term 5 Lessons</p> <ol style="list-style-type: none"> Relationships- types and qualities Conflict solutions within relationships Positive relationships Friendship within romance-the importance Role of parents and stable relationships in family life 	<p>Term 6 Lessons</p> <ol style="list-style-type: none"> Healthy choices-balanced diet/overall health Balance between work leisure and exercise-where to get support. Manage negative influences on lifestyle choices Assess risks to health from substance use/energy drinks/e-cigarettes and smoking Alcohol and Tabaco- laws and use Strategies for managing peer influence
<p>The Learning profile (key learning behaviours) will be used in the lessons throughout the year. Themes- Health and Wellbeing/Relationships/Living in the wider world</p>		

Approval:
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PSHE- Personal, social, health and economic
education

YEAR 8
Curriculum
Map

<p>Term 1 Themes Mental and emotional wellbeing- resilience and self-concept</p>	<p>Term 2 – Themes</p> <ul style="list-style-type: none"> Personal safety- rail/road/water Alcohol and drug misuse and managing peer influence 	<ul style="list-style-type: none"> RSE-Sexuality and consent/contraception and the pill Online safety and digital literacy
<p>Term 1 Lessons</p> <ol style="list-style-type: none"> Introduction lesson-Admin Returning to school-Discussion lesson What to do if you need some help and support Mental health and resilience Emotional wellbeing and how we can promote it Other's actions, life events and our circumstances can affect our mental health and wellbeing Personal strengths and promoting positive self-concept 	<p>Term 2 Lessons</p> <ol style="list-style-type: none"> Risk-personal safety, inside and outside of the home You are responsible for your online safety and digital literacy Different drugs, their effects and drug use- alcohol and tobacco Potential legal and personal consequences of using drugs- possession, supply and intent to supply Feelings about young people and drugs Consequences and strategies to manage unhealthy drug related behaviours Strategies to manage peer and other influence around alcohol, tobacco and drug use 	<p>Term 3 Lessons</p> <ol style="list-style-type: none"> Analyse positive and stable relationships Expectation of being a 'partner' Consequences of intimacy, consent and readiness for sex Pressures to have sex, benefits to delaying sex Contraception-condom and the pill Importance of negotiating contraceptive use Manage your online safety <p>Relationships from year 7 need to be included here</p> <ol style="list-style-type: none">
<p>Term 4 – Themes</p> <ul style="list-style-type: none"> Equality- British and school values Rights and responsibilities in the community Tackling age and disability discrimination <p>Tackling racism and religious discrimination- promoting human rights</p>	<p>Term 5 – Themes</p> <ul style="list-style-type: none"> Careers- Real Game Skills and aspirations-jobs and careers Financial decisions Value for money budgeting 	<p>Term 6- Themes</p> <ul style="list-style-type: none"> Law and Order- Laws Society/community Justice systems Managing change and loss First Aid
<p>Term 4 Lessons</p> <ol style="list-style-type: none"> Equality-British and school values, promoting values Rights and responsibilities in a diverse community Types and discrimination Racism and religious discrimination Peer influence in tolerance and respect towards others Peer influence in tolerance and respect towards others 	<p>Term 5 Lessons</p> <ol style="list-style-type: none"> Real Game-introduction and aspirations Real Game-Jobs Real Game- money and jobs Kudos Basic finance Positive and negative risks associated with financial choices 	<p>Term 6 Lessons</p> <ol style="list-style-type: none"> Law and order-how are laws made Society and community Courts/justice systems Enforcement Nature of loss and how different people deal with it Strategies to manage intense emotion that can accompany loss Basic first aid Lifesaving skills
<p>The Learning profile (key learning behaviours) will be used in the lessons throughout the year. Themes- Health and Wellbeing/Relationships/Living in the wider world</p>		



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PSHE- Personal, social, health and economic
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YEAR 9 Curriculum Map

<p>Term 1 Themes</p> <ul style="list-style-type: none"> Mental and emotional wellbeing- resilience and self-concept 	<p>Term 2 – Themes</p> <ul style="list-style-type: none"> Peer pressure-assertiveness and risk Gang crime/knife crime Peer pressure and illicit substances Assessing risks of drug and alcohol abuse and addiction 	<p>Term 3- Themes</p> <ul style="list-style-type: none"> Careers- understanding and future aspirations Identifying learning strengths, setting goals as part of the GCSE options process
<p>Term 1 Lessons</p> <ol style="list-style-type: none"> Introduction lesson-Admin Returning to school-Discussion lesson What to do if you need some help and support Mental health and resilience Emotional wellbeing and how we can promote it Other's actions, life events and our circumstances can affect our mental health and wellbeing Personal strengths and promoting positive self-concept 	<p>Term 2 Lessons</p> <ol style="list-style-type: none"> Gangs and the risk of belonging to a gang Knife crime- legal and physical risks of carrying Social norms in relation to drug use in young people Important peer pressure on young people's attitudes to drugs and drug use Strategies for managing peer influence Health risks to choices in drugs and alcohol use Legal risks in relation to drug and alcohol use Manage the risks and minimise the harms associated with drugs Effects of <u>long term</u> alcohol and drug abuse-addiction 	<p>Term 3 Lessons</p> <ol style="list-style-type: none"> Personal review- strengths/interests and qualities Range of transferable skills required by employers Aspirations and career choices-presentation What is on offer to <u>you?KS4</u> choices Setting goals and where to get advice Kudos Kudos
<p>Term 4 – Themes</p> <ul style="list-style-type: none"> Tackling Homophobia, transphobia and sexism RSE- Healthy relationships and consent 	<p>Term 5 – Themes</p> <p>RSE- STI's, sexting and pornography Managing conflict at home- running away</p>	<p>Term 6- Themes</p> <ul style="list-style-type: none"> Finances First Aid
<p>Term 4 Lessons</p> <ol style="list-style-type: none"> Identity-me/gender Effects of gender stereotyping Homophobia and biphobia Respectful relationships Sexual activity <u>and the laws- including sexting</u> Consent in all sexual encounters-legal age 	<p>Term 5 Lessons</p> <ol style="list-style-type: none"> STI's Contraception Condom demo Media influence on sexual relationships Stay safe and manage relationships, online grooming <u>Managing conflict with parents ad family members</u> <u>Risks associated with running away from home</u> 	<p>Term 6 Lessons</p> <ol style="list-style-type: none"> Money-banks, which one? Savings- how to save Why do we need money? Spending First aid First aid First aid
<p>The Learning profile (key learning behaviours) will be used in the lessons throughout the year. Themes- Health and Wellbeing/Relationships/Living in the wider world</p>		



St Laurence School Relationship and Sex Education Policy



PSHE-Personal, social, health and economic
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YEAR 10
Curriculum
Map

<p>Term 1 Themes</p> <ul style="list-style-type: none"> Transition to KS4- Study habits Mental health and emotional wellbeing-building resilience Slogan-‘be the best person you can be’ 	<p>Term 2 – Themes</p> <ul style="list-style-type: none"> Mental health and ill health, tackling stigma Tackling Homophobia, transphobia and sexism 	<p>Term 3- Themes</p> <ul style="list-style-type: none"> RSE- Healthy relationships and consent RSE- relationships/challenges including break ups
<p>Term 1 Lessons</p> <ol style="list-style-type: none"> Introduction lesson-admin Transition to KS4 Expectations for learning in KS4- Vespa Study habits and learning techniques Strategies to manage emotional wellbeing at KS4 Stereotypes and misinformation relating to mental ill-health How do we challenge mental health stigma Strategies for safeguarding emotional and mental health 	<p>Term 2 Lessons</p> <ol style="list-style-type: none"> Mental health videos-Little mix-half Mental health videos-little mix-half Discussion and tasks Prince Williams mental health video for men Respectful relationships Identity-me/gender Effects of gender stereotyping- Homophobia and biphobia 	<p>Term 3 Lessons</p> <ol style="list-style-type: none"> Sexual activity and the laws- including sexting- Stay safe and manage relationships, online grooming Consent in all sexual encounters-legal age Relationship and sex myths-positive norms STI’s Contraception Condom demo Managing conflict with parents and family members-Risks associated with running away from home Features of exploitative relationships and where to seek help Manage the end of an intimate relationship Emotions in break up situations <p><i>Vespa mindset activities and questionnaire</i></p>
<p>Term 4 – Themes</p> <ul style="list-style-type: none"> RSE- understanding different families and learning parenting skills Managing change, grief and bereavement 	<p>Term 5 – Themes</p> <ul style="list-style-type: none"> Preparation for work -CV/skills Evaluating the social and emotional risks of drug use 	<p>Term 6- Themes</p> <ul style="list-style-type: none"> Finances-Tax, Gambling, Debt, Credit cards, how can we spend money?
<p>Term 4 Lessons</p> <ol style="list-style-type: none"> Different types of families Responsibilities and implications of parenthood Fertility Unplanned pregnancy Abortion Effects and impact of a family breakdown and coping strategies Bereavement and coping strategies <p><i>Vespa mindset activities and questionnaire</i></p>	<p>Term 5 Lessons</p> <ol style="list-style-type: none"> Range of opportunities in work Develop practical skills for employment- CV/Statements/covering letter Prepare for situations that may arise in work experience Clarify values and challenge the representation of drug and alcohol use in the media Impact of taking drugs of individual and the wider community Manage risks and decisions towards drugs How to seek help to give up harmful substances 	<p>Term 6 Lessons</p> <ol style="list-style-type: none"> What can we do with our money? Spend/savings/premium bonds/ISA/stocks and shares Risks of poor money management Credit cards Risks associated with online gambling and illegal financial activity Understanding prices How to buy things in the future- House/mobile phone contracts <p><i>Vespa mindset activities and questionnaire</i></p>
<p>The Learning profile (key learning behaviours) will be used in the lessons throughout the year. Themes- Health and Wellbeing/Relationships/Living in the wider world</p>		



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PSHE-Personal, social, health and economic
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YEAR 11
Curriculum
Map

<p>Term 1 Themes</p> <ul style="list-style-type: none"> Self-esteem and coping with stress- breathing space Learning and revision- skills to maximise potential 	<p>Term 2 – Themes</p> <ul style="list-style-type: none"> Preparing for the future- understanding the application process and plans beyond school Interview process- how to prepare and what to expect 	<p>Term 3- Themes</p> <ul style="list-style-type: none"> RSE-Personal values and assertive communication in relationships Tackling domestic abuse and forced marriage
<p>Term 1 Lessons</p> <ol style="list-style-type: none"> Introduction lesson-admin Discussion lesson Strategies to manage <u>stress</u> and access relevant support How to take your mind off life-activities Vespa model-GCSE Mindset Revision strategies Revision strategies Study skills to maximise learning potential <p><i>Vespa mindset activities and questionnaire</i></p>	<p>Term 2 Lessons</p> <ol style="list-style-type: none"> Option choices available post-16 and the appropriateness of different choices in your own circumstances How to access the best and most relevant information, advice and support What could be my pathway? Application process for post-16 options Learn how to apply for their chosen option Complete an application for sixth form/college Interview process for post-16 <p><i>Vespa mindset activities and questionnaire</i></p>	<p>Term 3 Lessons</p> <ol style="list-style-type: none"> Maturing relationships, values Effective communication in relationships Recognise and respond to unwanted attention both on and off line. Violence in relationships-domestic abuse, including emotional and physical abuse- video murdered by my boyfriend Seeking help for themselves and others- video murdered by my boyfriend Forced marriage <p><i>Vespa mindset activities and questionnaire</i></p>
<p>Term 4 – Themes</p> <ul style="list-style-type: none"> Finances for the future British values 	<p>Term 5 – Themes</p> <ul style="list-style-type: none"> Independent revision 	
<p>Term 4 Lessons</p> <ol style="list-style-type: none"> What can we do with our money? Spend/savings/premium bonds/ISA/stocks and shares- Credit cards Risks of poor money management Risks associated with online gambling and illegal financial activity Understanding prices How to buy things in the future- House/mobile phone contracts Democracy-voting How can we promote 'British Values'- research task <p><i>Vespa mindset activities and questionnaire</i></p>		
<p>The Learning profile (key learning behaviours) will be used in the lessons throughout the year. Themes- Health and Wellbeing/Relationships/Living in the wider world</p>		