



The Maynard School, Exeter

September 2026

6.42 Relationships and Sex Education Policy (RSE)

The Maynard School, Exeter

The Maynard Senior School

Relationships and Sex Education (RSE) Policy

Effective from: September 2026

Review: Annually, with a full review following changes to statutory guidance

Policy owner: PSHE Lead / Senior Leadership Team

Approved by: Headteacher and allocated Governor

1. Rationale and Aims

The Maynard Senior School considers Relationships and Sex Education (RSE) to be an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum. We aim to provide pupils with a carefully planned, progressive programme covering relationships, health, reproduction, sexuality, family life, personal safety and wellbeing within a safe, respectful and supportive atmosphere.

This policy is underpinned by our Maynard Values: **Kindness, Courage, Community and Integrity**. RSE supports pupils to develop the knowledge, skills and attitudes needed to form healthy, respectful and positive relationships, make informed decisions, recognise risk, seek help and prepare for adult life.

All school personnel, parents and carers are made aware of this policy. The policy is available on the school's website and hard copies are available from the school office.

1.1 Definition

RSE is learning accurate and age- and developmentally-appropriate knowledge, skills and attitudes about relationships, the body, reproduction, sex and sexual health. RSE also develops essential skills for building positive, enjoyable, respectful and non-exploitative relationships and for staying safe online and offline.

Some aspects are taught through Science and other curriculum areas, while the wider programme is taught principally through PSHE. RSE is part of a broader whole-school approach to safeguarding, equality, health and wellbeing.

1.2 The aims of RSE at our school are to:

- provide a safe framework in which sensitive discussions can take place;
- prepare pupils for puberty and physical and emotional development, including menstrual and gynaecological health;
- teach correct and age-appropriate vocabulary to describe themselves, their bodies and relationships;
- develop self-respect, confidence, empathy, communication and decision-making skills;
- promote positive, respectful and healthy relationships, including online relationships;
- help pupils understand consent, personal boundaries, privacy, power, control and respectful behaviour;
- help pupils recognise and challenge harmful gender stereotypes, misogyny, prejudice and discrimination;
- develop pupils' understanding of pornography, sexualised online content and the difference between media representations and healthy relationships;
- develop understanding of online risks including image manipulation, AI-generated or deepfake content, image sharing, scams, extortion and sextortion, and how to seek help;

- promote respect for people with protected characteristics and for diversity in family life, relationships and communities;
- help pupils understand sexual health, reproduction, contraception, sexually transmitted infections and access to appropriate healthcare, where age-appropriate;
- support pupils to recognise unsafe, coercive, exploitative or abusive situations and to seek help;
- contribute to the prevention of sexual harassment and sexual violence;
- support pupils' mental wellbeing, resilience and ability to manage everyday emotional difficulties and challenging relationships;
- provide age-appropriate preparation for adult life, including healthy relationships, personal responsibility and access to support.

2. Morals, Values, Equality and Safeguarding

The RSE programme reflects the ethos of The Maynard School and promotes respect, care, kindness, integrity and responsibility.

Pupils learn about stable, loving and committed relationships and about the diversity of family structures. The curriculum recognises that families and relationships may take different forms and that all pupils should be treated with dignity and respect.

The programme promotes equality and challenges prejudice, discrimination and harmful stereotypes, including stereotypes based on sex, disability, race, religion or belief, sexual orientation and gender reassignment, in accordance with the Equality Act 2010 and other relevant law.

Teaching about sex, gender and relationships will be age-appropriate, objective, factual and respectful. Where subjects are contested, the school will teach the facts and relevant law without endorsing a particular contested view. Teaching will reflect the legal meaning of protected characteristics and will not promote stereotypes or prejudice.

The curriculum addresses harmful attitudes towards women and girls, misogyny, online misogynistic content and the ways in which online communities can influence attitudes towards relationships, sex, consent, power and control. Where appropriate at secondary level, pupils will learn about the 'manosphere' and incel culture in a safeguarding-focused, age-appropriate way.

Safeguarding is central to RSE. Staff are alert to disclosures or signs of abuse, exploitation, coercion, sexual harassment, sexual violence, forced marriage, FGM, child sexual exploitation, online exploitation and other safeguarding concerns. Concerns are managed in accordance with the school's Safeguarding and Child Protection Policy.

3. Curriculum and Delivery

The Maynard Senior School follows the revised Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance that came into force on 1 September 2026, together with relevant requirements for independent schools and the school's safeguarding and equality duties.

For more information about the RSE curriculum, refer to the PSHE programme of study and Appendix 1.

RSE is embedded within the PSHE curriculum and its three strands of Health and Wellbeing, Relationships, and Living in the Wider World. The curriculum is sequenced progressively and is adapted where necessary to meet pupils' developmental, contextual and incidental needs. Content will be revisited where appropriate rather than taught as isolated one-off lessons.

RSE may also arise through class conversations, assemblies, pastoral provision, co-curricular activities and everyday experiences. Teachers will respond appropriately to emerging issues while maintaining the boundaries of the planned curriculum and safeguarding procedures.

3.1 Curriculum

The RSE curriculum includes, as appropriate to age and development:

- Families and family life;
- Respectful relationships and friendships;
- Consent, boundaries and communication;
- Online safety, digital relationships and online sexual content;
- Being safe and recognising unsafe situations;
- Sexual harassment and sexual violence;
- Intimate and sexual relationships, including sexual health;
- Puberty, menstruation and gynaecological health;
- Reproduction and fertility;
- Contraception and prevention of sexually transmitted infections;
- Accessing appropriate healthcare and sources of support;
- Body image and media influence;
- Gender stereotypes, equality, misogyny and harmful online attitudes;
- Pornography and unrealistic representations of sex and relationships;
- AI, deepfakes and manipulated or non-consensual sexual imagery;
- Online exploitation, scams, extortion and sextortion;
- Healthy conflict resolution and recognising power and control;
- Mental wellbeing, resilience and supportive relationships;
- Suicide prevention and how to seek help safely;
- Preparation for adult life and responsible decision-making.

Curriculum RSE is not delivered in isolation. It is connected with Science, Computing, Religious Studies, PE, pastoral provision, safeguarding and other relevant curriculum areas. Some age-related content is delivered at a planned point during the year so that parents are informed and can support their child.

3.2 Delivery

- PSHE ground rules are used in all PSHE and RSE lessons.
- Pupils may ask anonymous questions through a question box or other agreed mechanism.
- Resources are selected carefully, reviewed regularly and made available to parents in accordance with the school's commitment to transparency.

- RSE is delivered through varied activities that promote dialogue, reflection, knowledge and skills. These may include active teaching and learning, scenarios, discussion, role play where appropriate, focus weeks, quizzes and question-and-answer sessions.
- External agencies may support RSE, including appropriately vetted health professionals and other specialist organisations.
- External agencies and visitors must be familiar with and work within the school's RSE, safeguarding and child protection policies.
- All visitor input forms part of a planned programme and is negotiated and agreed with staff in advance.
- Visitors are supervised/supported by a member of staff at all times.
- The school retains responsibility for the curriculum and safeguarding arrangements when external providers are used. The school will ensure that providers permit the school to access and, where appropriate, share their teaching materials with parents.
- The input of visitors is monitored and evaluated by staff, and evaluation informs future planning.

3.3 Curriculum Model

Junior: Curriculum lesson led by class teacher/Assistant Head Juniors – 1 hour per week.

U3-L4: Tutor lesson – 90 minutes per week – split between RSE and PSHE

U4: Curriculum – 1 hour timetables lesson per week. Tutor lesson – 90 minutes per week – split between RSE and PSHE

L5-U5: Curriculum – 60-minutes lesson per week for RSE /PSHE, plus 1 x 30-minute careers lesson weekly

L6-U6: Tutor lesson – 1 hour per week, plus 1 hour visiting RSE speaker where appropriate.

The precise delivery model may be adjusted annually according to timetabling, curriculum needs and the developmental needs of pupils.

3.4 Cross-curricular provision

As part of the National Curriculum in Science, pupils at Key Stage 3 learn about human reproduction and the physical and emotional changes associated with adolescence.

Within Religious Studies, pupils reflect on family relationships, different family structures, friendship, values and the emotions associated with significant life events.

Within PE, pupils learn about healthy lifestyles, exercise, sleep, managing exam stress and physical and mental wellbeing.

Within Computing/ICT, pupils learn about safe and acceptable online relationships, digital citizenship and online risks, including harmful content and manipulation.

RSE learning also takes place through the wider life of the school, including assemblies, pastoral provision, co-curricular activities, trips and visits.

4. Resources

A wide range of up-to-date resources from the PSHE Association, Life Lessons, Brook and other reputable professional bodies may be used to support RSE.

Resources are reviewed regularly and must be high quality, age- and developmentally-appropriate, inclusive, factually accurate and suitable for the pupils' needs. They must conform to the school's safeguarding, equality and educational framework.

Curriculum materials, including resources supplied by external providers, will be available to parents on request, subject to appropriate legal and safeguarding considerations.

5. Assessment

Teachers use formative and informative assessment to establish pupils' knowledge, understanding, attitudes and skills and to inform future teaching.

Assessment methods may include questioning, discussion, scenarios, role play where appropriate, mind maps, Forms and quizzes, written work, self-assessment, peer assessment, teacher assessment, pupil reflection and pre- and post-topic activities.

In Sixth Form, assessment may include discussion, verbal contribution, presentations, student-led assemblies and reflective activities.

Assessment in RSE is not used to require pupils to disclose personal or private experiences. Teachers assess learning rather than personal circumstances.

6. Roles and Responsibilities

6.1 The Governing Body

The governing body has oversight of this policy and ensures that the school has regard to the statutory guidance, that the curriculum is well planned and effectively led, that provision is appropriately resourced, and that teaching is accessible to pupils with SEND.

The governing body ensures that clear information is provided to parents about the curriculum, the school's policy, parental involvement, access to materials and the statutory right to request withdrawal from sex education where applicable.

6.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school and that requests to withdraw pupils from non-statutory sex education are managed in accordance with this policy and the statutory guidance.

The Headteacher ensures staff receive sufficient training, monitors the policy, reports to governors as appropriate, and ensures the policy is reviewed regularly.

6.3 Staff

RSE is coordinated and managed by the PSHE Lead, supported by the pastoral team including the Designated Safeguarding Lead, Heads of Year, Assistant Head of Juniors, Head of Sixth Form, Counsellor and School Nurse.

All staff are responsible for delivering RSE sensitively, modelling positive and respectful attitudes, monitoring learning, responding to individual needs and following safeguarding procedures.

Teachers answer pupils' questions sensitively and objectively, using age-appropriate language. Questions that require specialist advice or safeguarding consideration are referred to an appropriate senior member of staff or professional.

Staff do not have a right to opt out of teaching RSE. Staff who have concerns about particular content should discuss these with the Headteacher or PSHE Lead.

Teachers should not promise confidentiality where a safeguarding concern may arise. Pupils should understand that disclosures indicating that a pupil or another person may be at risk cannot be kept confidential.

6.4 Teacher Wellbeing

School leaders recognise that RSE topics can sometimes trigger difficult feelings or memories for staff. Teachers will be supported to maintain their wellbeing and may seek appropriate support or discuss concerns with a line manager or member of SLT.

6.5 Pupils

Pupils are involved in the development and evaluation of RSE through pupil voice, feedback and discussion. Pupils are expected to engage fully, listen respectfully, avoid personal or intrusive questions, and treat others with dignity and sensitivity.

6.6 Parents and Carers

The school values parents and carers as important partners in RSE. Parents are informed about the curriculum and have opportunities to contribute to its development and review.

The school will consult parents when developing or reviewing the RSE policy and will make the policy and relevant curriculum information available through the school website and other appropriate communication channels.

Parents may request access to RSE teaching materials. The school will provide access in accordance with its commitment to transparency and the statutory guidance.

7. Parental Right to Withdraw from Sex Education

Parents do not have a right to withdraw their child from statutory Relationships Education, Health Education, or the science curriculum. The parental right to request withdrawal applies to sex education delivered outside the science curriculum.

Before granting a request, the school will discuss the request with the parent/carer and, where appropriate, explain the nature and purpose of the curriculum and the potential impact of withdrawal on the pupil's learning and wellbeing.

A pupil may request to receive sex education from the point three terms before they reach age 16. At that point, if the pupil wishes to receive sex education, the school will make appropriate arrangements.

Where a pupil is withdrawn from sex education, the school will provide appropriate supervised alternative educational provision.

Parents are encouraged to discuss concerns with the PSHE Lead, Headteacher or another appropriate member of SLT before making a withdrawal request.

8. Confidentiality and Child Protection

As a general rule, pupils' personal information is treated sensitively. However, staff cannot promise absolute confidentiality where information indicates that a pupil or another person may be at risk of harm.

RSE discussions may prompt disclosures relating to abuse, sexual violence, sexual harassment, FGM, forced marriage, child exploitation, coercion or other safeguarding concerns. Where a concern arises, the member of staff will record it on CPOMS and follow the school's Safeguarding and Child Protection Policy, including referral to the Designated Safeguarding Lead.

Pupils will be informed, in an age-appropriate way, that staff may need to share information where safeguarding requires it.

9. Inclusion and SEND

The RSE programme is inclusive and appropriate to all pupils. Teaching will reflect the diversity of the school community and help pupils feel valued and included regardless of sex, disability, experiences, family background, religion or belief, sexual orientation or gender reassignment.

Teachers will adapt content, language, resources, pace and teaching approaches to meet pupils' individual needs, including the needs of pupils with SEND. Particular attention will be paid to the increased vulnerability of some pupils to abuse, exploitation, coercion and harmful behaviour.

Teaching will not reinforce harmful stereotypes. Bullying, harassment, homophobic or transphobic abuse, sexist abuse, misogyny and other discriminatory behaviour are challenged and addressed in accordance with the school's behaviour, anti-bullying and safeguarding procedures.

10. Complaints Procedure

Complaints or concerns about the RSE programme should, wherever possible, be raised with the class teacher or PSHE Lead in the first instance, with consultation with the Assistant Headteacher or relevant member of SLT. The Headteacher will be informed where appropriate. Parents may follow the Maynard School complaints procedure if a concern is not resolved.

11. Monitoring, Evaluation and Assessment

The delivery of RSE is monitored by SLT and the PSHE Lead through quality assurance processes such as work scrutiny, learning walks, lesson observations, pupil voice, curriculum review and feedback from staff and parents.

The school ensures that pupils have equitable access to the RSE programme through monitoring, evaluation and assessment that takes account of age, maturity, ability, SEND and personal circumstances.

The RSE policy and curriculum are reviewed annually using feedback from pupils, parents and staff, together with safeguarding information, emerging contextual risks and changes in statutory guidance. Governors consider evaluations and recommendations before amendments are approved.

12. Professional Development for Staff

Staff are kept informed of developments in RSE, safeguarding, equality, inclusion, child protection, online safety, sexual harassment and violence, misogyny and emerging online risks through appropriate training, staff meetings and INSET.

Training will include sufficient knowledge and skills for staff to respond appropriately to disclosures and to deliver sensitive content safely. The school will maintain appropriate procedures for addressing suicide prevention safely and will ensure relevant staff understand their safeguarding responsibilities.

13. Review

This policy is reviewed annually by the PSHE Lead and Senior Leadership Team and approved by the Headteacher and allocated Governor.

The policy will be reviewed whenever there is a significant change to statutory guidance, relevant legislation, safeguarding expectations or the school's curriculum.

This policy is effective from September 2026 and reflects the revised DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance that came into force on 1 September 2026.

14. Related Policies and Guidance

This policy should be read in conjunction with:

RSE Policy 2026

- Safeguarding and Child Protection Policy;
- PSHE Policy;
- Junior School PSHE Policy;
- Behaviour Policy and Procedures;
- Anti-Bullying Policy and Procedures;
- Mental Health and Wellbeing Policy;
- Careers Policy;
- E-safety / Online Safety Policy;
- Social Media Policy;
- Equality and Diversity / Equal Opportunities Policy;
- Complaints Policy;
- DfE Keeping Children Safe in Education;
- DfE Working Together to Safeguard Children;
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, July 2025, in force from 1 September 2026.

Important curriculum action for 2026–27

The accompanying PSHE programme of study / Appendix 1 should be audited against the revised 2026 statutory guidance. In particular, ensure that the curriculum map explicitly identifies age-appropriate teaching on misogyny and harmful online attitudes, AI and deepfakes, pornography and sexualised online content, sexual harassment and sexual violence, consent, menstrual and gynaecological health, healthcare access, scams/extortion/sextortion, mental wellbeing and suicide prevention.

Policy written by	CF September 2026
Last reviewed by SLT	CL September 2026
Next review	SLT September 2027
Consultation with parents (initially and thereafter if any changes made)	
Governor consultation – Mr C Gatherer	
Consultation with staff	

Appendix 1. SENIOR SCHOOL PSHE and RSE EDUCATION ROADMAP

Content is guided by PSHE association's recommendations and may change according to the needs of the students and what is age appropriate for each cohort. Topics may also be taught on a carousel due to teachers' specialism and expertise.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
U3	Transition & Safety Personal safety in and out of school, Organisation, Personal Development, Online safety	Health and Puberty, Healthy Routines, Personal Hygiene, Periods and Menstrual Health	Bodily Changes Through Puberty, Body Image, Dealing with Emotions, Physical and Mental Wellbeing. Community, Respectful Behaviours.	Identities and difference, Challenging Bullying Behaviour, The Bystander Effect	Careers: Teamwork and aspirations Influence, Managing Distractions, Positive Thinking Habits, Managing worries and Ruminations, Managing Tension and Stress, Self Harm	Careers: Teamwork and aspirations Healthy Phone Use, Sleep, Personal Safety, Pupil Voice
L4	Careers and Community Finance – planning and budgeting Puberty and Adolescence, Family Relationships, Maintaining Healthy Relationships, Healthy Friendships, Unhealthy Friendships, Boundaries and Consent, Romantic Relationships, Physical Intimacy First Aid: Anaphylaxis, Allergies, Asthma, Choking.		Managing Strong Emotions, Relationships and Intimacy Online Sexting, Managing Disappointments, Healthy and Unhealthy Coping Strategies, Suicide Prevention, Responding to Challenge, Taking Control of Our Learning	Mini Baccalaureate – personal research task Developing Our Strengths and Interests, Ambitions and Goals, Opportunities of the Internet, AI and Deep Fakes	Developing Confidence Through Oracy, Celebrating Diversity Looking After Yourself During Exams, Revision Strategies	Mini Baccalaureate Preparation and Presentation Pupil Voice
U4	Body Image, Pornography, Harmful Online Attitudes, AI/Deep Fakes Ethics: British Values, British Values and LGBTQ+, Human Rights, Bias and Discrimination. Healthy Mobile Phone Use, Active Listening, Listening in Action Careers: Employability/ Mini Bac	Physical and Mental Health Diet, exercise and healthy lifestyle , vaccines, disease prevention , risks and safety Protected Characteristics, Constructive Disagreement, Diverse Communities Paths to Success, Responding to Challenge Careers: GCSE Choices / Morrisby	Alcohol, Drugs Physical Health, Puberty Express Yourself Define Yourself, Ideas of Success Headspace Sessions: The Importance of Discussion, Freedom of Speech, The Climate Crisis, Lowering the Voting Age, Youth Protests	Ethics- AI, Fake News and Critical Thinking, Cults, Being an Ethical Consumer Relationships and Sex Education: Consent, Contraception, Risks of STIs and Attitude to Pornography, Risks Online Headspace Sessions: How Can I Be an LGBTQ+ Ally? Trans Rights, AI	Relationships and Sex Education: Passive, Aggressive and Coercive Behaviours, Consent Mental Health: Suicide Prevention Shoplifting, Vaping, Gambling A Guide to Surviving Exams	Relationships and Sex Education: Sexting and Sextortion Self Defence Mini Baccalaureate presentations Pupil Voice
L5	Forced Marriage, FGM, sextortion, Mental health, stress and ill health, stigma, safeguarding health, including during periods of transition, stress or change, online risks Suicide Prevention Cyber Security, Protecting Personal Data, Scams, Consumer Rights Online	Physical Health First Aid Cosmetic and plastic surgery Preventing cancer and heart disease Alcohol and drug-related emergencies Appearance Pressures, Conversations About Mental Health, Online Wellbeing and	Healthy and Unhealthy relationships Relationships and sex expectations, Misogyny, sexual violence, domestic abuse myths, pleasure and challenges, impact of media and pornography Social Power: Challenging Bullying Behaviour, Challenging Unhealthy	Exploring Influence The influence and impact if drugs, gangs, role models and the media Finance: Saving, Spending and Value, Borrowing, Money, Education, Work Retirement	Addressing extremism and radicalisation Communities, belonging and challenging extremism Finance: Risk and Reward Celebrating Pride, Festivals and Summer Events, Revision Strategies	Careers: Morrisby Pupil Voice

		Human Rights, Socialising and Staying Safe Sexual Health Male and Female Development Pleasure Contraception STIs	Attitudes, Being Influenced and Influencing Others, Media Influence Radicalisation and Extremism First Aid: Wounds, Choking, AEDs, Alcohol-related Emergencies, Drugs-related Emergencies Careers: Magistrates in the Community / Law Students	Careers: Jobs for the Future, Local Opportunities, Gender Stereotyping, Transferrable Skills	Careers: Listening and Speaking Skills, Preparation for a Job Interview	
U5	Body Awareness – Breasts, Cervical Health, Periods/ Endometriosis Relationships- Maintaining relationships, Ending and Improving Relationships, Dealing with Rejection Personal Safety – Drug Dangers Ketamine, Spiking, Elimination of Violence against women Adulting and Self-worth, Stress, Learning Resilience, Accessing Reliable Mental Health Information, Mental Health: Self-esteem and motivation		Body Awareness- Choices in parenthood, pregnancy, birth; parenthood and fertility, miscarriage; foetal development, pregnancy, abortion Relationships – Gender Identities, Controlling and Abusive Relationships The Impact and Spread of Misogynistic Attitudes, Safely Challenging Misogynistic beliefs and attitudes, Incel Culture, Plastic and Cosmetic Surgery Contraception, Sexual Health Control Your Scroll, Countering Misinformation, Online Challenges, Defying Expectations Exam Preparation Careers: Work Experience Planning		Careers: Work Experience Planning	Study Leave Work Experience Future Skills Pathway
L6	Living in the Wider World Growth mindsets Habits of effective learners Time management Study skills-essay writing/plagiarism/referencing Future Skills Pathway	Health and wellbeing Self-esteem/confidence Sexual Health. Personal Safety Mental Health, managing stress and anxiety, Healthy diet and sleep. Drink Driving, First Aid and safe travel abroad	Health and Wellbeing Managing risk and personal safety, Alcohol, Drugs, Options Post 16-Degree Apprenticeships/University Breast awareness, Cervical Screening, Sun safety	Relationships Relationship values, Intimacy, consent, realities of Sex, unplanned pregnancy, fertility and miscarriage.	Relationships Relationship values, Intimacy, consent, realities of Sex, unplanned pregnancy, fertility and miscarriage	Relationships Contraception, Healthy and Toxic relationships, Coercive control, harassment and stalking, honour-based violence, gang crime
U6	Living in the wider world UCAS applications, CV writing, job applications, Rights and responsibilities in the workplace, professional conduct, bullying harassment, Trade Unions Future Skills Pathway	Living in the wider world Budgeting/student finance, salary deductions, saving, credit debt, managing financial contracts, Online safety Future Skills Pathway	Political Literacy Political and economic power, democracy, British values and the rule of law.	Political Literacy/British Values Immigration, tolerance, freedom, Britishness, Rights and Charity	Transition/study skills Transitional life skills: Self efficacy and self-management, mindset, overcoming setbacks. Preparing for next steps beyond Sixth Form	Study Leave

Appendix 2. Junior School Roadmap Junior School Curriculum Overview

Reception to Year 6

- Junior School Overview Following Topics from the Twinkle Life PSHE Scheme of Work

EYFS Reception Through play-based learning, stories and discussion, children develop positive relationships, emotional literacy, resilience, healthy habits, safety awareness and an understanding of themselves and others. Learning is closely linked to PSED, Communication and Language, and Understanding the World, providing a strong foundation for PSHE and wellbeing in Key Stage 1.

Year Group Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2

Year 1 Be Yourself Safety First Diverse Britain VIPs It's My Body One World

Year 2 TEAM Think Positive Money Matters Digital Wellbeing Growing Up Aiming High

Year 3 Be Yourself Safety First Diverse Britain VIPs It's My Body One World

Year 4 TEAM Think Positive Money Matters Digital Wellbeing Growing Up Aiming High

Year 5 Be Yourself Safety First Diverse Britain VIPs It's My Body One World

Year 6 TEAM Think Positive Money Matters Digital Wellbeing Growing Up Aiming High

COURAGE • KINDNESS • INTEGRITY • COMMUNITY

