



RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

School	The Redway School
Policy date	September 2026
Approved by	Governing Body
Approval date	
Next review	September 2027

Contents

1. Aims and statement of intent
 2. Statutory requirements
 3. Policy development and consultation
 4. Definition and scope
 5. Curriculum
 6. Delivery of RSHE
 7. SEND, personalisation and curriculum pathways
 8. Safe and supportive learning environment
 9. Inclusivity, equality and protected characteristics
 10. Use of resources and external organisations
 11. Safeguarding, confidentiality and responding to questions
 12. Sexualised behaviour, consent, privacy and personal care
 13. Parents and carers, including right to withdraw
 14. Assessment and monitoring of learning
 15. Roles and responsibilities
 16. Staff training
 17. Monitoring, evaluation and review
 18. Related policies
- Appendix 1: Redway PSHE/RSHE curriculum framework
- Appendix 2: Principles for pupils with PMLD / pre-formal learners
- Appendix 3: Parent/carers request for withdrawal from sex education

1. Aims and statement of intent

At The Redway School, personal, social, health and economic (PSHE) education and relationships, sex and health education (RSHE) are central to pupils' personal development, wellbeing, safety and preparation for life beyond school. As a special school, we recognise that pupils have a wide range of individual needs and require a personalised, inclusive and highly accessible curriculum.

Our provision is underpinned by the school's core values of belonging, resilience, respect, kindness and care. We want pupils to understand themselves and others, build positive relationships, develop physical and emotional wellbeing, communicate preferences and concerns, recognise risk, and participate as fully and independently as possible in decisions about their lives. It should equip children and young people with 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.

The aims of RSHE at The Redway School are to:

- provide a safe framework in which sensitive and important learning can take place;
- prepare pupils for puberty and other changes associated with growing up, using clear and anatomically correct vocabulary;
- develop self-respect, confidence, empathy, kindness, integrity and respect for others;
- promote healthy, safe and nurturing relationships, including understanding consent, boundaries, privacy and appropriate touch;
- support pupils to recognise and communicate when they feel unsafe, worried, unwell or uncomfortable and to seek help;
- promote physical health, mental wellbeing, healthy lifestyles and personal hygiene;
- develop pupils' knowledge of online safety, respectful online relationships and risks associated with online content and contact;
- prepare pupils for the opportunities, responsibilities and experiences of adult life, including supported or self-advocacy;
- make learning meaningful through practical, multi-sensory, visual, tactile and communication-accessible approaches; and
- ensure safeguarding is embedded throughout RSHE.

2. Statutory requirements

Relationships Education is compulsory for pupils receiving primary education; Relationships and Sex Education is compulsory for pupils receiving secondary education; and Health Education is compulsory in maintained schools and academies. Redway school maintain a statutory obligation under Section 34 of the [Children and Social Work Act 2017](#) to provide RSHE education to all students.

In teaching RSHE, we must have regard to [guidance](#) issued by secretary of state, as outlined in section 403 of the [Education Act 1996](#).

A comprehensive RSHE program can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.

Relationships Education in primary schools and Relationships and Sex Education (RSE) in secondary schools is compulsory in England from September 2020. The statutory Government guidance '[Relationships education, relationships and sex education \(RSE\) and health education' \(2025\)](#) discusses considerations for

disabled pupils and pupils with special educational needs (SEN) within the [Equality Act 2010](#) and the [Children and Families Act 2014](#).

3. Policy development and consultation

This policy is developed and is reviewed through consultation with staff, pupils, parents/carers and governors. The process includes:

1. review of relevant statutory guidance and existing school policy and practice;
2. staff consultation and opportunity to make recommendations;
3. parent/carer and stakeholder consultation, including access to representative curriculum materials;
4. pupil consultation
5. governor review

A copy of this policy is published on the Redway School Website, and a printed copy can be provided free of charge to anyone who requests that.

4. Definition and scope

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, health, sex, human sexuality and sexual health. At The Redway School it sits within a broader RSHE curriculum and is reinforced through everyday routines, personal care, communication, safeguarding, behaviour support, preparation for adulthood and wider curriculum opportunities.

For younger pupils, the emphasis is on the building blocks of positive relationships, including families and people who care for us, caring friendships, respectful relationships, online safety and being safe. Health education develops understanding of physical activity, nutrition, sleep, personal hygiene, emotional awareness and the relationship between physical and mental wellbeing.

For older pupils, learning develops towards healthy and nurturing relationships of all kinds, online and media literacy, safety, intimate and sexual relationships and sexual health where relevant and appropriate. Teaching combines factual information with opportunities to develop communication, decision-making, self-advocacy and safe behaviour.

5. Curriculum

The Redway curriculum draws on the PSHE Association Planning Framework for pupils with SEND and is organised around six areas: Self-Awareness; Self-Care, Support and Safety; Managing Feelings; Changing and Growing; Healthy Lifestyles; and The World I Live In.

The RSE content is carefully threaded through all six areas. There are references at the end of each learning opportunity to show which statutory RSHE content it addresses.

Content is organized sequentially, building on prior understanding and supporting pupils to overlearn, revisit and embed messages across their time learning RSHE at school.

RSHE is also reinforced through science, religious education where appropriate, communication teaching, personal care routines, online safety, behaviour support and preparation for adulthood. Biological aspects are taught in line with the relevant science curriculum and the pupil's curriculum pathway.

The school aims not to omit important content simply because a pupil has significant learning needs. Instead, teachers personalise the level of abstraction, language, pace, context, grouping, communication method and teaching approach. Some content will be taught to individuals or small groups following a needs analysis where this is more meaningful or safer than whole-class delivery.

The curriculum is spiral and developmental. Important concepts such as public/private, consent, friendship, boundaries, body changes, online safety and asking for help are revisited over time. For many pupils, progression may be lateral as well as vertical: repetition, generalisation and overlearning are planned deliberately so knowledge and skills can be used in real-life contexts.

Where content needs to be adapted to respond to pupils' needs or current issues, parents/carers will be informed of significant deviations from the published curriculum and relevant materials will be made available on request.

6. Delivery of RSHE

RSHE is delivered in a supportive, nurturing and matter-of-fact way by appropriately trained staff. Core knowledge is broken into manageable steps, carefully sequenced and revisited. Teaching includes sufficient opportunities to practise, rehearse and generalise knowledge in real-life situations.

Approaches may include:

- sensory stories and multi-sensory experiences;
- objects of reference, symbols, photographs and visual supports;
- role play, social stories and structured scenarios;
- games, practical activities and circle-time approaches;
- tactile resources, models and anatomically appropriate diagrams;
- video and audio resources;
- real-life personal-care items such as deodorant, shavers, sanitary products and clothing;
- AAC, switches, eye gaze, signing and other communication systems;
- small-group or 1:1 teaching where individualisation is required; and
- cross-curricular and everyday opportunities to reinforce learning.

Staff use simple, direct and consistent language. Key words and concepts are repeated across lessons and routines. Where possible pupils experience an “all channels” approach: seeing, hearing and doing. Staff avoid unnecessary euphemism, confusing metaphor and language that may be inaccessible to pupils with SEN, communication difficulties or physical disabilities.

7. SEND, personalisation and curriculum pathways

The pace and detail of RSHE will differ across curriculum pathways. Planning considers developmental stage, social understanding, communication, sensory needs, physical maturity and the pupil's lived experience, rather than relying on chronological age alone. Physical maturity may be ahead of emotional or social understanding, so preparation for puberty and personal hygiene may require individualised teaching.

For pupils with very complex needs, teaching may move forwards and backwards depending on readiness, health, care needs and engagement. This is not treated as a barrier to learning. Repetition and consistent modelling are essential parts of the curriculum.

Pupils may access learning through whole-class teaching, targeted small groups, 1:1 work or learning embedded within daily routines. Follow-up sessions may be used to consolidate a concept or respond to an individual need. Individual teaching will be planned with safeguarding, dignity and family partnership in mind.

8. Safe and supportive learning environment

Because RSHE connects closely with pupils' real-life experiences, a safe learning environment is essential. Staff establish clear routines and expectations for respectful participation and are confident in closing down inappropriate discussion or behaviour when necessary.

- ground rules and expectations are made accessible and modelled by adults;
- staff use distancing techniques so pupils are not required to disclose personal experiences in front of peers;
- sessions have a clear beginning and end;
- staff remain calm and matter of fact when discussing sensitive topics;
- pupils are given processing time and alternative ways to contribute;
- protective and preventative content is taught without unnecessary shock, fear or sensationalism; and
- staff model respectful relationships, communication, consent and privacy throughout the school day.

9. Inclusivity, equality and protected characteristics

Teaching and resources are planned to include and respect the diversity of pupils and families. The school promotes equality, challenges discrimination and takes account of protected characteristics, culture, family circumstances, disability, communication needs and other relevant factors.

Resources should represent a range of families, ethnicities, disabilities and protected characteristics. Learning media may include tactile diagrams, symbols, photographs, concrete materials and other accessible formats.

In the secondary phase, pupils will be taught the relevant facts and law relating to biological sex and gender reassignment, including legal protections from discrimination. Teaching will distinguish established facts and law from areas of wider debate, will not present a contested view as fact, and will avoid reinforcing gender stereotypes. This content will be adapted carefully to pupils' developmental and communication needs.

Family life will be taught without stigmatising pupils because of their home circumstances. Pupils may live in single-parent families, same-sex parent families, adoptive or foster families, kinship arrangements, families headed by grandparents, or other supportive structures.

10. Use of resources and external organizations

Before using a resource, staff will consider whether it:

- aligns with statutory RSHE requirements and the school curriculum;
- is age- and developmentally appropriate;
- is accessible to pupils with SEND;
- is evidence-based and from a credible source;
- supports pupils to apply learning in different contexts;
- is compatible with effective teaching approaches; and
- is sensitive to pupils' experiences and unlikely to cause avoidable distress.

Parents/carers are informed termly about what is taught in RSHE and the resources used for learning. They may request to view all curriculum materials used in RSHE. Full access will be provided in a way that complies with copyright law.

The school remains responsible for the content and quality of any session, materials brought in by external providers. Before an external organisation is used, the school will check its credentials, proposed lesson content and resources; ensure materials are accurate, evidence-based, age and stage appropriate, unbiased and accessible to pupils with SEND; make relevant materials available to parents; and agree safeguarding and confidentiality procedures in advance.

11. Safeguarding, confidentiality and responding to questions

RSHE is an important part of safeguarding. Pupils are taught, at an accessible level, about body ownership, boundaries, privacy, appropriate and inappropriate touch, consent, trusted adults, online safety and how to report worries or abuse. Anatomically correct vocabulary is used because clear language can support pupils to communicate concerns and reduce misunderstanding.

Staff cannot promise complete confidentiality. If a pupil communicates information that gives rise to a safeguarding concern, staff must follow the school's Child Protection and Safeguarding Policy and report concerns to the Designated Safeguarding Lead or a Deputy DSL in line with current school procedures.

Questions are valued and answered sensitively, honestly and in a way that is appropriate to the pupil's age, developmental understanding and prior learning. Staff may clarify what a pupil is asking, defer an answer while seeking advice, or arrange a more appropriate private conversation. Staff do not use themselves or family members as personal examples when answering sensitive questions.

If a question raises a safeguarding concern, the safeguarding procedure takes priority over the lesson discussion.

Where relevant to the topic being taught, pupils will be taught the applicable law factually and accessibly. This may include law relating to marriage and civil partnership, forced marriage, consent and the age of consent, domestic abuse, sexual offences, FGM, sexual harassment and exploitation, online sexual imagery and abuse, pornography, abortion, protected characteristics, drugs, alcohol and vaping, gambling, criminal exploitation, hate crime and medical consent.

12. Sexualised behaviour, consent, privacy and personal care

Proactive RSHE teaching supports behaviour, dignity and safeguarding by helping pupils learn about boundaries, consent, appropriate touch and public/private behaviour. Sexualised behaviour is addressed calmly, consistently and without shaming the pupil. Where behaviour is inappropriate in school but may be safe and healthy in a private context, staff work with parents/carers to develop consistent and dignified responses.

For pupils with PMLD and other pupils who receive frequent physical support, RSHE principles are embedded in personal care. Staff narrate what they are doing, preserve privacy, use correct body-part vocabulary where appropriate, and allow time for the pupil to indicate readiness, discomfort or refusal through their individual communication system. Changes in behaviour during intimate care are taken seriously and considered within safeguarding procedures.

Consent is taught as a practical, lived concept. This includes asking before touch, waiting for a response, recognising another person's communication, respecting "no" or withdrawal of consent, and understanding that consent may need to be checked again in different contexts.

13. Parents and carers, including right to withdraw

The school is committed to partnership with parents and carers. Families are informed about curriculum themes, approaches and resources and are encouraged to discuss learning at home. Where appropriate, RSHE

may be discussed through the EHCP review process so that school and home can share approaches and identify individual priorities.

Parents/carers have the right to request that their child is withdrawn from some or all of the Sex Education, up to and until 3 terms before the pupil turns 16 . They do not have a right to withdraw their child from Relationships Education, Health Education or relevant content taught as part of the science curriculum.

Relationships Education/RSE content includes relationships, boundaries, privacy, consent, safe/unsafe relationships, sexual harassment, exploitation, abuse, romantic relationships and sexual attraction where taught without explaining the details of sexual activity.

Sex Education for withdrawal purposes is the curriculum content specifically dealing with the details of sexual activity/intercourse and related sexual-health teaching, such as contraception, how pregnancy may result from sexual activity, STI transmission/prevention and closely associated sexual-health content.

The Redway School does not provide additional Sex Education in the primary phase beyond relevant statutory Relationships Education, Health Education and science curriculum content. Correct body-part terminology and protective learning can be provided in primary without describing sexual activity.

Sex Education is taught in Secondary Curriculum – KS3- KS6, in the following topics. However, these topics can have a Relationships Education focus, in line with the emotional and cognitive development of the pupils as opposed to being pure sexual matters content. Therefore, each request will be assessed individually based on the learning content.

Self care Support and Safety :

SSS6 Public and Private – if talking about private sexual behaviors, masturbation

SSS8 Power Imbalances- Safety in sexual relationships; harmful sexual behaviour; sexual harassment; sexual exploitation

Managing Feelings

MF3 – Romantic feelings and Sexual Attraction - Sexual attraction; romantic/sexual feelings; talking about these feelings

MF4 – Expectations of Relationships – Romantic/ Sexual Relationships , expectations of relationships that may include sex

Changing and Growing

CG4 Intimate relationships, consent and contraception - Intimacy; sexual attraction; readiness for sex; what sex/sexual activity means; sexual consent; age of consent; pressure/coercion; contraception; condoms; pregnancy prevention; STIs including HIV; sexual health services

CG5 Long-term relationships and parenthood - Reproductive organs; conception; pregnancy; birth; fertility; sexual intercourse; assisted conception; donor conception; surrogacy; reproductive/gynaecological health

CG6 - Reproductive health - Reproductive organs; conception; pregnancy; birth; fertility; sexual intercourse; assisted conception; donor conception; surrogacy; reproductive/gynaecological health

Healthy Lifestyles

HL6 Drugs, alcohol and tobacco - How substance use may affect relationships and sexual decision-making

Requests should be made to the Headteacher. Before deciding, the Headteacher will discuss the request with the parent/carer, explain the nature, purpose and benefits of the planned teaching and consider the pupil's individual circumstances. A copy of the request and the decision will be kept on the pupil's educational record and the outcome confirmed in writing.

The school will normally respect a parental request to withdraw from non-statutory sex education, except where exceptional circumstances apply, for example a significant safeguarding concern or specific vulnerability. Appropriate alternative education will be provided during withdrawn sessions.

Where applicable, a pupil who has been withdrawn may request to receive sex education before the final terms of compulsory schooling in line with statutory guidance. The school will follow the current statutory process if such a request is made.

14. Assessment and monitoring of learning

Assessment in RSHE focuses on learning and progress, not on “passing or failing” or judging pupils' personal lifestyle choices. Teachers identify pupils' starting points and monitor what pupils know, understand, communicate and can apply over time.

Assessment may include observation, pupil communication, practical demonstration, work samples and evidence captured through the Redway curriculum assessment framework, the Engagement Model where relevant, and the Evidence for Learning app. Evidence may also be shared with parents/carers in line with school practice.

Because many pupils require repetition and generalisation, assessment considers whether learning is retained and used across different people, places and routines, not only whether a pupil can demonstrate it once in a lesson.

15. Roles and responsibilities

15.1 Governing Board

- ensure the school meets its statutory responsibilities for RSHE;
- approve the RSHE policy; and
- hold the Headteacher to account for implementation and effectiveness.

15.2 Headteacher

- oversee development and implementation of the policy;
- agree the curriculum delivery model, staffing, time allocation and resources;
- ensure RSHE is appropriately staffed and timetabled;
- enable staff to receive suitable training;

- promote parent/carers engagement and transparency;
- consider parental requests for withdrawal from sex education and arrange alternative education where required; and
- report to governors on implementation and effectiveness.

15.3 RSHE / PSHE Lead

- review the policy and support its implementation;
- develop and maintain the PSHE/RSHE curriculum and delivery model;
- support staff to adapt teaching to individual pupils' understanding and communication needs;
- organise, provide and monitor relevant CPD;
- provide and review resources;
- monitor teaching, planning, assessment and impact; and
- report to the Headteacher and governors on statutory compliance and curriculum effectiveness.

15.4 Staff

- know and act in accordance with this policy;
- teach in a way that reflects the law, safeguarding requirements and equality duties;
- monitor pupil progress in line with school assessment practice;
- report safeguarding concerns or disclosures immediately in line with school procedures;
- respond professionally to parental withdrawal arrangements;
- seek support from the RSHE lead or senior leaders when uncertain; and
- understand that staff do not have a right to opt out of teaching statutory RSHE.

16. Staff training

RSHE training forms part of staff induction and continuing professional development. Training may be whole-school, departmental, team-based or bespoke for individual staff working with specific pupils or issues. The RSHE lead and Curriculum Coordinator will identify training needs and may draw on relevant health professionals, specialist services or recognised external organisations.

Training will support staff confidence in teaching sensitive content, use of appropriate vocabulary, SEND adaptations, handling questions, responding to sexualised behaviour, safeguarding, consent, privacy and the use of accessible resources.

17. Monitoring, evaluation and review

The RSHE lead will monitor provision through a combination of planning scrutiny, learning walks, discussion with staff and families, pupil voice, assessment evidence and review of resources. Governors may take part in learning walks and review evidence of curriculum implementation and impact.

This policy will be reviewed at least annually, or earlier if statutory guidance changes or school needs indicate that an earlier review is required. The reviewed policy will be submitted to the appropriate governing body for approval.

18. Related policies

- Child Protection and Safeguarding Policy and Procedures
- Anti-Bullying Policy

- Confidentiality Policy
- Equality / Equalities and Respect Policy
- Online Safety Policy
- Positive Behaviour Policy
- Curriculum Statement
- Emotional Wellbeing and Mental Health Policy
- Careers Programme Information
- Safe Touch Policy

Appendix 1: Redway RSHE curriculum framework

The following framework combines the six areas used within The Redway School's RSHE curriculum with the key themes. Teachers select and adapt content according to developmental stage, need and learning pathway.

RSHE Curriculum overview: Key Stage 1 and 2

	Autumn 1: Self-awareness	Autumn 2: Self-care support and safety	Managing feelings	Changing and growing	Healthy lifestyles	The world I live in
Pupils in Year 1	Who is special to us? (SA4, SA6)	Who can we trust? (SSS3)	How do I feel? (MF1)	What is safe touch? (CG3)	How do we keep well? (HL4)	Who is in our school? (WILI1, WILI4)
Pupils in Year 2	What can we do? (SA1, SA3)	Who looks after us? (SSS1)	How can we manage our feelings? (MF2)	How do we grow? (CG1)	What do we eat? (HL1)	What is a community? (WILI2)
Pupils in Year 3	How do we treat others? (SA2, SA6)	What is being online? (SSS4)	What are difficult feelings? (MF3)	When can we touch? (CG3)	How can we be active? (HL2)	What are online rules? (WILI7, WILI4)
Pupils in Year 4	How can we be friends? (SA5)	How can we be safe? (SSS2)	What are these feelings? (MF1)	How are relationships different? (CG4)	How can we look after our bodies? (HL3)	How can we help? (WILI5)
Pupils in Year 5	Who do I care about (SA4)	What is private? (SSS5, SSS3)	How do we express emotions? (MF2, MF3)	How am I changing? (CG2)	Why should we be healthy? (HL1, HL2)	How can we earn money? (WILI3, WILI6)
Pupils in Year 6	What have we achieved? (SA1, SA5)	How can we be safe online? (SSS4, SSS1)	What is mental health? (MF4)	How do I feel about others? (CG4, CG2)	What can I do to be well? (HL3, HL4)	How can we talk online? (WILI2, WILI7)

RSHE curriculum Key stages 3, 4 and 5

	Autumn 1: Self-awareness	Autumn 2: Self-care support and safety	Managing feelings	Changing and growing	Healthy lifestyles	The world I live in
Pupils in Year 7	How do we learn? (SA2, SA5)	What's public and private in school and who helps us? (SSS1, SSS6)	What is mental wellbeing? (MF1, MF5)	Who are our friends? (CG2)	How can we keep healthy? (HL1, HL5)	How can we care for the environment? (WILI5)
Pupils in Year 8	What makes us special? (SA1, SA3)	What is safe online contact ? (SSS4, SSS6)	How do I feel about myself? (MF2)	What is puberty? (CG1)	What is body image? (HL4)	How can we buy things online? (WILI4, WILI2)
Pupils in Year 9	What is pressure? (SA4, SA5)	What is gambling? (SSS7)	How do I feel about others? (MF3)	What is a healthy relationship? (CG3)	What is a healthy lifestyle? (HL2, HL3)	What is equality? (WILI1)
Pupils in Year 10	What is prejudice? (SA3)	What is personal space? (SSS8, SSS2, SSS6)	How can I keep mentally well? (MF5, MF6)	What is sexual intimacy? (CG4)	What can harm our bodies? (HL5, HL6)	What risks are there online? (WILI3)
Pupils in Year 11	How can we respond to pressure? (SA4, SA5)	How can I manage risk? (SSS3, SSS5, SSS1)	What are romantic relationships like? (MF4)	What makes a parent? (CG5, CG3)	Is it hard to stay healthy? (HL1, HL2, HL3, HL4)	What is adulthood like? (WILI6, WILI4)
Pupils in Year 12	What are we proud of? (SA1, SA2)	What does power mean? (SSS8, SSS2)	How can I manage my feelings towards others? (MF1, MF3)	How can we look after our sexual health? (CG4, CG6)	What are the laws about drugs? (HL6)	How can I live independently? (WILI3, WILI7)

Appendix 2: Principles for pupils with PMLD / pre-formal learners

Pupils with PMLD have the same entitlement to high-quality RSHE as other pupils. The content is made meaningful through lived experience, sensory learning, consistent routines and the modelling of safe, respectful relationships.

Consent and assent: Adults ask before touch or movement wherever possible, explain what will happen, pause to allow the pupil time to process and respond, and recognise individual signs of readiness, discomfort or refusal.

Privacy: Personal care is carried out with dignity. Staff make privacy visible and understandable, for example by closing curtains or doors and explaining that care is taking place in a private space.

Correct vocabulary: Where appropriate, staff use clear and anatomically correct names for body parts so language is consistent and supports safeguarding.

Public and private: Concepts are experienced through routine: where personal care happens, which behaviours belong in private spaces, and how adults maintain boundaries.

Communication: Staff know each pupil's communication profile and recognise subtle changes in facial expression, body movement, vocalisation, behaviour, eye gaze or physiological response.

Repetition and generalisation: Important concepts are repeated across people, places and routines. Progress may involve recognition, anticipation, tolerance, choice, preference, refusal, participation or increased awareness.

Safeguarding: Unexpected changes in behaviour or responses during intimate care or touch are taken seriously and considered under safeguarding procedures.

Appendix 3: Parent/carers request for withdrawal from sex education

This form relates only to sex education content from which a parent/carers has a statutory right to request withdrawal. It does not apply to Relationships Education, Health Education or science curriculum content.

Pupil name	
Class	
Parent/carers name	
Relationship to pupil	
Date of request	
RSHE lesson(s) / content concerned	
Reason for request (optional)	
Parent/carers signature	
Date	

For school use

Date discussed with parent/carers	
Person leading discussion	
Decision	
Reason / exceptional circumstances if applicable	
Alternative education arrangements	
Outcome confirmed in writing on	
Headteacher signature	