



CARE HOPE ASPIRE RESPECT INQUIRE SHARE

GROWING SUCCESS, ROOTED IN FAITH

St Wilfrid's Relationships and Health Education Policy (Summer 2021)

Relationships and Health Education Policy

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Our Vision

As a school community, we aspire to develop life-long learners who have confidence to explore the world around them and to grow into independent individuals. We provide a safe family environment, inspired by Christian values, in which the flourishing of each individual enables the flourishing of all.

‘Shine as a light in the world’ Matthew 5:16

Our school vision is,

‘For all pupils to grow and succeed through our school values, supported by staff, governors and the wider community. Rooted in the Christian Faith we will deliver a broad education of the highest quality, enabling pupils to be their best.’

It is intertwined with our core values and illustrates our aim to provide a happy, safe, nurturing and supportive environment underpinned by our core Christian values.

All members of our school community are valued and respected, enabling everyone to have a positive attitude about themselves and others so that we can flourish together and be our best.

‘Together we will be our best!’

1. Aims

The aims of Relationships and Health Education (RHE) built on our Vision at our school are to:

- Support the fundamental building blocks and characteristics of positive relationships, including online, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- Create an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around how to discuss and respect views on sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

At St Wilfrid's Church of England Primary School we teach RHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review - HT pulled together all relevant information including relevant national, Church of England and local guidance
2. Staff and governor consultation – all school staff and a working party of governors were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RHE is about helping children to embrace the challenges of creating a happy and successful adult life. To achieve this pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils 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. Relationship and Health education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

5. Curriculum

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, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils 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.

As part of The National Curriculum for science, Primary sex education will focus on:

- › Preparing boys and girls for the changes that adolescence brings
- › How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

SEND

At our school Relationships and Health Education is accessible for all pupils. We provide high quality teaching that is differentiated and personalised to ensure accessibility.

6. Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

For more information about our RHE curriculum, see Appendices 1 and 2.

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).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RHE policy and hold the headteacher to account for its implementation.

7.2 The headteacher

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

7.3 Staff

Staff are responsible for:

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

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

Our class teachers will be responsible for teaching RHE.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

9. Training

In the initial phase of introduction in 2021, staff will receive training on the delivery of RHE as we develop our curriculum.

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

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE.

10. Monitoring arrangements

The delivery of RHE is monitored by the HT, supported by our PSHE lead, through: Planning scrutinies, learning walks and pupil conferences.

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the HT on an annual basis. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and Health education curriculum map

This will be further developed in the Summer Term following consultation and feedback from all parties including children. Over the next year, the curriculum map will be developed further as we seek to meet the needs of our community and develop our practice further.

	AUTUMN	SPRING	SUMMER
EYFS	<ul style="list-style-type: none"> • Family and People Who Care for Us • Being Safe • Caring Friendships • Respectful Relationships 	<ul style="list-style-type: none"> • Online Relationships • Internet Safety and Harms • Physical Health and Fitness • Healthy Eating 	<ul style="list-style-type: none"> • Basic First Aid • Health and Prevention • Mental Well Being
Year 1	<ul style="list-style-type: none"> • Family and People Who Care for Us • Being Safe • Caring Friendships • Respectful Relationships 	<ul style="list-style-type: none"> • Online Relationships • Internet Safety and Harms • Physical Health and Fitness • Healthy Eating 	<ul style="list-style-type: none"> • Basic First Aid • Health and Prevention • Mental Well Being
Year 2	<ul style="list-style-type: none"> • Family and People Who Care for Us • Being Safe • Caring Friendships • Respectful Relationships 	<ul style="list-style-type: none"> • Online Relationships • Internet Safety and Harms • Physical Health and Fitness • Healthy Eating 	<ul style="list-style-type: none"> • Basic First Aid • Health and Prevention • Mental Well Being
Year 3	<ul style="list-style-type: none"> • Family and People Who Care for Us • Being Safe • Caring Friendships • Respectful Relationships 	<ul style="list-style-type: none"> • Online Relationships • Internet Safety and Harms • Physical Health and Fitness • Healthy Eating 	<ul style="list-style-type: none"> • Basic First Aid • Health and Prevention • Mental Well Being
Year 4	<ul style="list-style-type: none"> • Family and People Who Care for Us • Being Safe • Caring Friendships • Respectful Relationships 	<ul style="list-style-type: none"> • Online Relationships • Internet Safety and Harms • Physical Health and Fitness • Healthy Eating 	<ul style="list-style-type: none"> • Basic First Aid • Health and Prevention • Mental Well Being

	AUTUMN	SPRING	SUMMER
Year 5	<ul style="list-style-type: none"> • Family and People Who Care for Us • Being Safe • Caring Friendships • Respectful Relationships 	<ul style="list-style-type: none"> • Online Relationships • Internet Safety and Harms • Physical Health and Fitness • Healthy Eating 	<ul style="list-style-type: none"> • Basic First Aid • Health and Prevention • Mental Well Being • Drugs alcohol and tobacco • Changing Adolescent Body
Year 6	<ul style="list-style-type: none"> • Family and People Who Care for Us • Being Safe • Caring Friendships • Respectful Relationships 	<ul style="list-style-type: none"> • Online Relationships • Internet Safety and Harms • Physical Health and Fitness • Healthy Eating 	<ul style="list-style-type: none"> • Basic First Aid • Health and Prevention • Mental Well Being • Drugs alcohol and tobacco • Changing Adolescent Body

Appendix 2: By the end of primary school pupils should know

<p>TOPIC</p>	<p>PUPILS SHOULD KNOW</p> <p>By the end of Primary pupils should know</p>	<p>Context for teaching in a Church School</p> <p>In addition to statutory content pupils should be given the opportunity to explore, learn and think about</p>
<p>Families and people who care about me</p>	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives • That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<ul style="list-style-type: none"> • the importance of different types of families and relationships in human lives • the value of human relationship and the importance of commitment to and the cherishing of other people • the importance of faithfulness which underpins all relationships • stories about different kinds of families including stories from the Bible and faith stories from other religions • a range of books and other resources which portray family life and may reflect the fact that some families look different • resources which contain positive and inspiring messages about families looking after and supporting each other • that marriage is important to Christians as the basis for a happy, loving and caring family life • that marriage is intended to be for life and Christians hope that marriage and family life will bring joy • the ideal and good that marriage can bring as a relationship of trust, loyalty and fidelity • the C of E has a special service for marriage

TOPIC	PUPILS SHOULD KNOW	Context for teaching in a Church School
	By the end of Primary pupils should know	In addition to statutory content pupils should be given the opportunity to explore, learn and think about
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed 	<ul style="list-style-type: none"> • all people are special because they are created and loved by God • the idea of friendships as a gift to be cultivated and cherished • the good that comes from the 'life-long' friend • what it means to have faithful, trusting, loving and supportive friendships • the importance of working hard to develop and sustain friendships • sometimes friendships go through difficult times and the importance of being able to disagree with our friends without being disagreeable • Biblical stories of friendship and the characteristics of friendship within these stories • examples of friendship from the Bible so pupils can apply them to different contexts and relate them to their own experiences • examples of loyal friendship • the Christian idea of 'service to others' as a good basis for living lives and cultivating friendships • Christian teachings about loving and reaching out to others • inspirational Christians who dedicate their lives to being a good friend to other people • the Christian concept of sin ('The Fall') and how this is reflected in the world today. They should have the opportunity to discuss and share their own ideas about how useful this concept is in relation to building friendships and relationships • the opportunity to explore Christian ideas such as temptation, forgiveness, repentance, reconciliation and justice in relation to friendship • why it is good to keep friends and to stick by them

<p>Respectful relationships</p>	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults 	<ul style="list-style-type: none"> • the diversity of healthy relationships and the values these are built upon, linking these values to the school's Christian values • different lifestyle choices and beliefs • Christian values/virtues and their relevance in people's lives and society • good life-long friendships should be recognised as a gift to be honoured and cherished • importance of commitment to relationship and cherishing the relationship • the importance of trust, loyalty and fidelity as the basis for forming and sustaining positive relationships • exploration of key ideas of: faithfulness, forgiveness, service, sacrifice, commitment, justice, reconciliation, etc and difference these make to how a Christian chooses to live their lives and form relationships • talk about relationship in terms of an everlasting relationship with God • Christian perspectives compared with other faiths/worldviews/personal beliefs • extent to which having a religious belief affects the way people choose to live their lives and difference this makes to communities and societies. Explore where religious beliefs come from, how they changed over time, helpfulness and relevance in world today • hold healthy, honest and respectful conversations with those who share different beliefs and perspectives • appreciate difference • how their own views are shaped and develop • the meaning of consent • relationships that are hopeful and aspirational • bullying and explore the negative impact and harm that bullying behaviour of all types can have on individual lives • all members of the school community deserve dignity and respect • instances of prejudice - language and behaviour - including faith-based prejudice; recognising and condemning this behaviour
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TOPIC	PUPILS SHOULD KNOW	Context for teaching in a Church School In addition to statutory content pupils should be given the opportunity to explore, learn and think about
		<ul style="list-style-type: none"> • Christian beliefs require a Christian to intervene to prevent bullying
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online 	<ul style="list-style-type: none"> • belief in God and their own worth can help people to have a clear sense of self-worth in the face of pressure from peers, online etc • the nature of friendship, drawing on examples from the Bible and wider literature and apply to characteristics of online friendships • the Christian values of the school and how these may relate to on-line relationships • the school’s Christian values in order to develop the personal virtues and attributes that can help them to stand up to pressure from other people both face- to-face and online and make wise choices • their own values and on the influences of their peers and others

TOPIC	PUPILS SHOULD KNOW	Context for teaching in a Church School
	By the end of Primary pupils should know	In addition to statutory content pupils should be given the opportunity to explore, learn and think about
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources 	<ul style="list-style-type: none"> • the sacredness of all human life, as all life is created by God • Christians’ belief in valuing and protecting themselves and other people as part of creation • every person is made, valued and loved by God as unique • Biblical stories of courage • every person has worth and is worthy of dignity and respect • humans sometimes do things to hurt others and let themselves down • bad behaviour has consequences • Christian ideas of repentance, forgiveness and reconciliation - people can make a fresh start • their own values and recognise the influences of their peers and others • the nature of friendship including online friendships in relation to virtues and personal attributes • the Christian values which form part of school life and how these can help pupils to recognise and establish boundaries for themselves, make wise decisions and stay safe • belief in the incarnation (God made human in the person of Jesus Christ) and the power of the Holy Spirit as evidence of the worth of humans. Humans are worthy of God dwelling in them and with them • God being at their side through both difficult and joyful times • everyone can call on God’s help for courage and support when facing challenging situations and difficult decisions

TOPIC	PUPILS SHOULD KNOW	Context for teaching in a Church School
	By the end of Primary pupils should know	In addition to statutory content pupils should be given the opportunity to explore, learn and think about
Mental Health	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough 	<ul style="list-style-type: none"> • that God loves every individual and always will • valuing themselves as uniquely and wonderfully made and explain why they themselves and others are special and of value • all people are valued by God and deserve to be loved and cherished • humans as beautifully created trying to live their lives celebrating, enjoying and looking after all of creation • everyone deserves dignity and respect • their own values and influences of their peers and others in light of the school's Christian values • God will respond to prayer • the Church community as a source of support for our well-being and health • collective prayer provides support and sustenance for individuals • prayer and meditation can help make sense of emotions and help us navigate our way through different experiences and situations • spiritual practices can be calming • worship can have a positive impact on emotions and feelings

TOPIC	PUPILS SHOULD KNOW	Context for teaching in a Church School
	<p>By the end of Primary pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. 	<p>In addition to statutory content pupils should be given the opportunity to explore, learn and think about</p> <ul style="list-style-type: none"> • the internet can be and is often a source for good in the world • examples where the internet has positive outcomes and is transforming lives and communities around the world, including examples of Christian organisations and their work • their own values and attributes in light of the school's Christian values and apply these to the digital world • that too much screen time can be detrimental to mental health • the importance of face to face relationships as well as on-line relationships • taking responsibility for our own actions drawing on Biblical stories and teaching where appropriate • the Bible contains wisdom which can help people to make wise choices and be discerning • Christian stories and examples of wisdom and discernment • the Bible contains wisdom which is relevant today and can help us make wise choices in our lives
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. 	<ul style="list-style-type: none"> • Pupils will be able to show an understanding of key Christian teachings about how they are of great value and worth: "You are fearfully and wonderfully made" (Psalm 139) and "God saw that it was very good" (Genesis 1). • Pupils can make a link between these teachings and how people can regard, celebrate and protect their bodies, minds and souls.

TOPIC	PUPILS SHOULD KNOW By the end of Primary pupils should know	Context for teaching in a Church School In addition to statutory content pupils should be given the opportunity to explore, learn and think about
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination. 	
Basic First Aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	

TOPIC	PUPILS SHOULD KNOW	Context for teaching in a Church School
	By the end of Primary pupils should know	In addition to statutory content pupils should be given the opportunity to explore, learn and think about
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	<ul style="list-style-type: none"> • Pupils will be able to show an understanding of key Christian teachings about how they are of great value and worth: "You are fearfully and wonderfully made" (Psalm 139) and "God saw that it was very good" (Genesis 1). • Pupils can make a link between these teachings and how people can regard, celebrate and protect their bodies, minds and souls.

Appendix 3: Parent Form – withdrawal from sex education within RHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Document History:

Relationships and Health Education Policy	
Policy Type:	Statutory
Policy Source:	The Key
Approval By:	Spirituality and Ethos committee
Review period:	Annual

Date Reviewed	Amendments Made	Date Approved	Approved By	Next Review Due
New	Customised for the school	24/6/2021	Spirituality and Ethos committee	June 2022