

PERSONAL, SOCIAL, HEALTH & ECONOMICS (PSHE) POLICY INCORPORATING RELATIONSHIPS & SEX EDUCATION (RSE)

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1.0 Introduction

Through the teaching of Personal Social Health and Economic education (PSHE) we aim to equip pupils with the knowledge required to understand themselves physically, emotionally, socially and sexually; to understand and develop safe relationships; and be responsible members of society. As a community we promote the needs and interests of all pupils, irrespective of age, disability, gender, race, religion or sex and our teaching takes into account the ability, age, readiness and backgrounds of our pupils. It is our belief that PSHE is an important vehicle for addressing and ensuring equal opportunities for all.

In accordance with statutory guidance this policy incorporates the new RSE curriculum. Information will be shared with all parents and carers to gain and gather their views in advance of this policy's implementation. This policy is available upon request and is also published on the school's website.

2.0 Aim

Our PSHE curriculum is delivered as a discrete programme with additional elements embedded across the curriculum. The purpose of this approach is to:

- Provide a broad and balanced curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupils at the school
- Prepare pupils with the knowledge and understand to navigate the opportunities, responsibilities and experiences of later life
- Recognise that children and young people are growing up in an increasingly complex world, living their lives seamlessly on and offline
- Consider and address mental health and wellbeing as a priority
- Meet our statutory duty to provide compulsory Health Education to all pupils
- Meet our statutory duty to provide compulsory Relationships Education to all primary aged pupils
- Meet our statutory duties to provide compulsory Relationships and Sex Education to all secondary aged pupils

As Springwell Learning Community educates children and young people from Year 1 to Year 11, we have split this policy into two distinct parts:

- Primary Education (Reception to Year 6)
- Secondary Education (Year 7 to Year 11)

3.0 Primary Education (Reception to Year 6)

Relationships and Health Education focuses on the fundamental building blocks and characteristics of positive relationships such as friendships, family relationships, and relationships with other children and with adults both offline and online. Relationships Education is compulsory in England for all primary aged children. Full details of what pupils are taught can be found in Appendix One.

In the later primary years children are prepared for their transition into secondary education and the changes that happen during adolescence. Through the primary science curriculum pupils learn about our main external body parts; the human body as it grows from birth to old-age; and reproduction in some plants and animals as well as how a baby is conceived and born.

These topics are taught in numerous ways including play, topic-based learning and classroom sessions such as PSHE, Science, ICT and PE. Sessions are planned by teachers and led by teachers and/or trained teaching assistants. The quality of delivery is monitored as part of our performance management cycle,

By the end of Year 6 pupils will have been taught or encountered sessions around the areas outlined in Appendix Two.

4.0 Right to Withdraw (Primary)

Parents of primary aged children do not have the right to request that their child be withdrawn from relationships education. Parents of primary aged children do, however, have the right to request that their child be withdrawn from any sex education topic over and above the National Curriculum for Science. Withdrawal requests should be made to the Principal or Head of School. In line with DfE guidance, withdrawal requests for primary children relating to topics over and above the National Curriculum for Science will be automatically granted, however, the Head of School may discuss with the parent to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Every year, teachers consult with the parents of children in year 5 about the content that will be taught at year 6. It is likely that topics will include puberty and menstruation as these should be taught before onset.

5.0 Physical Health and Mental Wellbeing (Primary)

Pupils in the primary phase will begin to be taught the characteristics of good physical health such as sufficient sleep, daily exercise and good nutrition. They will also know that being aware of their mental health is a normal part of daily life. They will know the characteristics of good mental wellbeing - such as understanding normal ranges of emotions, the ability to talk about their bodies and judge if how they are feeling and behaving is appropriate.

Pupils in the primary phase will begin to be taught about steps they can take to support their own and others' health and wellbeing, self-care techniques, personal hygiene, prevention of health and wellbeing problems and where appropriate, basic first aid.

Primary pupils will also be taught about the links between good physical health and good mental wellbeing, benefits of hobbies, interests and participation in their own communities. In later primary years the benefits of rationing time spent online and risks of excessive use of electronic devices.

By the end of Year 6 pupils will have been taught or encountered sessions around the topics outlined in Appendix Three.

6.0 Secondary Education (Year 7 to Year 11)

In the secondary phase at Springwell Learning Community, Relationships and Sex Education focusses on teaching the information pupils need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It is designed to enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches what is acceptable and unacceptable behaviour in relationships. There is emphasis throughout on the positive effects that good relationships have on their mental wellbeing, identifying when relationships are not right and understanding how such situations can be managed.

Relationships and Sex Education at Springwell Learning Community does not encourage early sexual experimentation. Instead, it teaches pupils to understand human sexuality and to respect themselves and others. It enables pupils to mature, build their confidence and self esteem and understand the reasons for delaying sexual activity. The RSE offer at Springwell should support pupils throughout life to develop safe, fulfilling and healthy sexual relationships, at the appropriate time and within the context of loving, caring and mutually consenting relationships.

'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019' mean that Relationships and Sex Education is compulsory in England for all secondary aged children. These topics are taught in numerous ways including through play, topic-based learning and classroom

sessions such as PSHE, Science, ICT, PE and dedicated RSE lessons. Sessions are planned by teachers or HLTAs and led by teachers, HLTAs and/or Teaching Assistants.

Monitoring and evaluation occurs via the school's performance management cycle, including lesson observation and scrutiny of pupil progress data as well as feedback from parents and pupils. As well as continuing to develop knowledge of topics outlined in primary, by the end of Year 11 pupils will have been taught or encountered sessions as outlined in Appendix Four.

7.0 Right to Withdraw (Secondary)

Up until three terms before their child's 16th birthday, parents of secondary aged children do have the right to request that their child be withdrawn from some or all sex education delivered as part of statutory RSE for any topic over and above the National Curriculum for science. After this point, and in line with DfE guidance, if the child wishes to receive sex education the school will make arrangements to provide them with sex education during one of those terms, taking into account any specific needs arising from their SEND.

Withdrawal requests should be made to the Principal or Head of School. In line with DfE guidance, the Principal will discuss with the parent to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Discussion will occur around the benefits of the child receiving this important education and any detrimental effects that withdrawal might have on the child, including any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

8.0 Physical Health and Mental Wellbeing (Secondary)

As part of the school's curriculum, pupils in the secondary phase build on the physical health and mental wellbeing knowledge gained in the primary years. At appropriate times pupils will be taught new content that enables them to understand how they feel and why they feel this way. Pupils further develop the language that they use to talk about their bodies, health and emotions.

Pupils at this stage also begin to learn about what makes them feel lonely and how self-focused or isolating lifestyle choices can lead to unhappiness and disconnection from society. Pupils are given facts about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. There is a focus on the impact of time spent online, the positive aspects of online support and safe and effective navigation of social media.

Pupils are also taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns and which adults can help. By the end of Year 11 pupils will have been taught or encountered sessions around the topics detailed in Appendix three and four.

9.0 Support for Parents and Carers

The school's Pastoral Team, in collaboration with health services are available to support parents and carers in talking to their children about sex education and how this links to what is being taught in school. The Pastoral Team will look to hold parent workshops where a need is identified. The DfE have also published some useful [parent guides](#) to provide additional information.

Appendix One: Relationships and Health Education Reception to Year 6.

In the primary phase pupils are taught:

- What a relationship is
- What friendship is
- What family means.

- Who the people are who can support them

They will be taught key relationship building blocks such as:

- How to take turns
- How to treat each other with kindness, consideration and respect
- The importance of honesty and truthfulness
- Permission seeking and giving
- The concept of personal privacy
- Personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact

Families and people who care for me

Pupils learn:

- 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.

Caring friendships

Pupils learn:

- 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.

Respectful relationships

Pupils learn:

- 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.

Online relationships

Pupils learn:

- 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.

Being safe

Pupils learn:

- 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.

Appendix Two: Physical Health and Mental Wellbeing (Primary)

Mental Wellbeing

Pupils learn:

- 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 emotions.
- 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 who 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.

Internet safety and harms

Pupils learn:

- 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.

Physical health and fitness

Pupils learn:

- 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.

Healthy eating

Pupils learn:

- 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

Pupils learn:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils learn:

- 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 immunisation and vaccination

Basic first aid

Pupils learn:

- 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.

Changing adolescent body

Pupils learn:

- 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.

Appendix Three: Relationships and Sex Education (Secondary)

Families

Pupils learn:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- How to determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

Pupils learn:

- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust; respect; honesty; kindness; generosity; boundaries; privacy; consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- 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 people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and Media

Pupils learn:

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared and used online.

Being Safe

Pupils learn

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Intimate and sexual relationships, including sexual health

Pupils learn:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.

- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.
- That they have a choice to delay sex or to enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, efficacy and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Relevant Legal provisions

Pupils cover:

- Marriage
- Consent, including the age of consent
- Violence against women and girls
- Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism/radicalisation
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- Hate crime
- Female Genital Mutilation (FGM)

Appendix Four: Physical Health and Mental Wellbeing (Secondary)

Mental wellbeing

Pupils learn:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health (e.g. anxiety and depression).
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

Pupils learn:

- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image; how people may curate a specific image of their life online; over-reliance on online relationships including social media; the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

Pupils learn:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
- About the science relating to blood, organ and stem cell donation

Healthy eating

Pupils learn:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

Pupils learn:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so

Health and prevention

Pupils learn

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (Late secondary) the benefits of regular self-examination and screening
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

Pupils learn:

- Basic treatment for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

Changing adolescent body

Pupils learn:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and physical health.

Letter to Parents and Carers

Ref:

Enquiries to:

Date:

Email:

Dear Parent/Carer,

As part of Springwell Learning Community's Personal, Social, Health & Economics education (PSHE) curriculum, your son/daughter will be working on Relationship & Sex Education (RSE) this term. RSE is a key part of your child's education and aims to teach subject matter that will be vital in supporting them to make safe and considered choices and decisions throughout their life.

Work will be differentiated in the class groups to ensure individual needs are met.

Any needs or concerns that individual students have will be followed up by staff in a supportive manner. As with all matters if you would like any further information or would like to discuss this please do get in touch.

Yours sincerely,

D Foster

Dan Foster

Acting Associate Executive Principal (Personal Development, Behaviour & Attitudes)

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