



St John Fisher Catholic College

Relationship and Sex Education Policy

Date: September 2023

Adopted: September 2023

Review: September 2024



"I am the way, the truth and the Life"

This policy covering aspects of RSE was written in partnership with the LGB, clergy and parents and learners of St John Fisher Catholic College. This policy will set out aims, rationale and objectives of RSE taught at St John Fisher Catholic College as well as how the content will be monitored and evaluated effectively. This policy is review, amended were necessary and adopted every three years by the LGB.

What is RSE and why is it important?

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all state funded secondary schools.

Relationships and Sex Education lies at the heart of adolescence. It is a time of transition from the safety and security of childhood towards the unfamiliar, daunting and often challenging time of adulthood. An effective RSE curriculum provides learners with the tools and strategies to manoeuvre this transition as effectively as they can, providing the young person with detailed, factual knowledge from trained teachers who root all that they teach in the Gospel values of all people as "made in the image and likeness of God." The DfE does not specify a set programme or national curriculum for RSE teaching and instead allows schools flexibility in developing their

planned programmes making sure that overlapping and building on prior knowledge is taken in to account ensuring a broad and balanced curriculum is delivered to all learners.

RSE taught well allows for an already caring teacher who sees their career as their vocation to further develop that bond and trust with the student so that the young person is aware and feels confident in knowing that they have a stable foundation to grow from. All lessons will then be delivered sensitively and confidentially where possible, allowing for child protection issues to be dealt with appropriately, and will endeavour to create a “safe place” within the classroom so that learners are able to ask and discuss questions that are pertinent to them.

The DfE sees RSE as a supportive tool allowing young people to navigate the increasingly complex world where they live seamlessly online as well as offline. RSE is important as “children and young people need to know how to be safe and healthy and to how to manage their academic, personal and social lives in a positive way” (Secretary of State for Education 2021). As from 2021 all RSE and Health education is compulsory in all state funded secondary schools also ensuring that “teaching about mental wellbeing is central to these subjects” so that all young people are supported to be well rounded, resilient and happy individuals able to lead fulfilling and rewarding lives supporting their parish and beyond.

At St John Fisher Catholic College, we support the DfE teaching that “effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.”

The DfE has renewed in 2021 its commitment to RSE fulfilling the key principles of The Equality Act 2010 ensuring that all young people “understand the importance of equality and respect” and thus all LGBTQ+ teaching remains as developing young people’s awareness of protected characteristics. This is not an area that we as a Catholic and inclusive school shy away from and we have worked to establish a curriculum that meets all DfE guidance as well as those of the Catholic Bishops of England and Wales, using the lessons developed by TenTen entitled “Life to the Full”. In line with DfE requirements, LGBTQ+ teaching is fully integrated into the TenTen programmes of study and is not delivered as a standalone unit or lesson.

The aim of RSE at St John Fisher Catholic College

“I have come that you might have life and have it to the full” John 10:10

At the heart of what we do as a Catholic school is to follow the call to sainthood. A focal point of that is to see each and every person as a unique being made in the image and likeness of God worthy of, and capable of, love, kindness, integrity and respect. Each and every person is made with a unique human dignity and it is through effective RSE teaching that this understanding can be strengthened even further.

At the heart our faith is the belief in the Trinity, The Father, Son and Holy Spirit. 3 persons but one joined in a full and loving relationship creating² and sustaining all aspects of creation and all

people. It is St Augustine who referred to the Trinity as a relationship of love with the Lover, the Beloved and the love between them explaining the Father, Son and Holy Spirit respectively. It is from this basis of love and faith that RSE grows from, allowing us to underpin all aims and objectives as seeing all people, their gender, sexuality and race as children of God, created in His image and likeness and reflecting His goodness.

At St John Fisher Catholic College, RSE in 2023–24 will be taught using the TenTen programme across the RE and English faculty.

In Year 7, 10 and 11 RSE will be taught in the RE faculty. There will be an increase in curriculum time for RE to ensure that learners still receive 10% RE curriculum time.

In Y12 and Y13 RSE is not statutory. It will continue to be taught by RE teachers as part of Core RE.

In Years 8 and 9 RSE will be taught in the English Faculty. The teachers will be supported with CPD offered by St John Fisher Catholic College using the TenTen teacher training that is provided.

All years will receive the TenTen programme “Life to the Full”, endorsed by the Bishops of England and Wales which meets all statutory requirements, in full one hour long lessons incorporating the two 25-minute sessions outlined by TenTen. These lessons are carefully sequenced and well planned to ensure a coherent programme that is age appropriate is delivered to all learners from Y7–11. Sixth form sessions will focus on the Cinema in Education sessions from TenTen and this will be delivered in General RE lesson time. All other Christ the King Catholic Collegiate Primary Schools also follow TenTen programme and so we can be confident that the RSE sessions delivered in Y7 build upon that strong foundation. RSE sessions will last for a block of 4 weeks in the Epiphany Term. Being taught consistently across the school in all year groups will be a way to ensure that the importance of RSE is highlighted, showing it is a priority for the school as a whole. These sessions will be monitored and evaluated by the Assistant Headteacher in charge of Catholic Life alongside other members of the pastoral team and other members of SLT as appropriate.

In addition to this, for all years 7–11, PSHE lessons also support and reaffirm the teaching of RSE underpinned by Church teaching and those connected to Keeping Children Safe in Education and Child on Child Abuse policy. These lessons are written and reviewed by the Faculty lead for PSHE in conjunction with the Assistant Headteacher responsible for Safeguarding. These lessons are monitored through learning walks learner feedback and work trawls.

In developing and ensuring that RSE is, in effect taught more than once, alongside relationship development in RE lessons and physical changes taught in science lessons, we hope to emphasise the status of RSE within our school.

All teaching will hold Church teachings on marriage and the family of central importance whilst acknowledging that all learners have a right to have their life respected whatever household they come from and support will be provided through our extensive pastoral team, including Formation Tutors, Head of Years and family support workers to help learners to deal with different

sets of values.

Values and virtues:

Our RSE curriculum is based on delivering the Diocesan approved TenTen programme. This set structure of lessons that include a mix of videos, discussions and safe space exploration of ideas which builds upon the 3 themes set out by the CSE: That learners are created and loved by God; created by God to love others; created by God to live in a community. The main virtues developed throughout the lessons will focus on: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion, as well as allowing learners to develop their thoughts on what values are important to them.

All lessons are underpinned by our knowledge that all people are made in the image and likeness of God. All lessons must, as explained by the DfE, be sensitive and age appropriate in both its approach and content, ensuring that with the support of parents and wider stakeholders, RSE teaching at St John Fisher is positive and accurate allowing our young people to develop physically, psychologically, socially, emotionally and spiritually.

All lessons enshrine the Catholic teachings on the value and importance of a stable relationship, marriage and family life.

Aim of RSE and the Mission Statement

Our school mission statement of the Fisher Way aims to educate and inspire based on the principles of love, joy and faith as we are an inclusive Catholic school. The Fisher Way then and the values of love, faith and joy are at the heart of everything we seek to achieve. It directs us to educate the whole child, developing a holistic education that is culturally relevant to our children and set in the context that they live in now. With that in mind, a stated, this policy will be reviewed every 3 years in line with the Government's own plans to review RSE guidance every 3 years.

Within our own school context, we wish to raise the self-esteem of many of learners, of whom come from a range of backgrounds. We wish to educate all learners to grow in knowledge and understanding, recognising the value of all persons, including themselves, and developing a virtuous nature focusing on caring and sensitivity.

Objectives

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and to love chastely;
- Assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- The Church's teaching on relationship and the nature of and meaning of sexual love;
- The Church's teaching on marriage and the importance of marriage and family life;
- The centrality and importance of virtue in guiding human living and loving;
- The physical and psychological changes that accompany puberty;
- The facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- How to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- How to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, where to go for advice.

In addition to this and following DfE guidance, RSE teaching must also ensure that all learners are taught the following and the TenTen programme delivered meets these requirements:

- How to navigate the dangers of the internet, including the dangers of sharing personal data online and how this may be used for multiple reasons from marketing to more criminal and dangerous ways.
- The Equality Act 2010 and the importance of knowing and understanding protected characteristics, the law and the wider, possible legal, implications of the decisions they make.

- Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.
- What sexual violence and sexual harassment are, how to minimise the risk of them occurring and what to do when they do occur or are alleged to have occurred. (Any report of sexual or otherwise harassment or child on child abuse will be dealt with immediately and in line with our safeguarding policy as well as our child on child abuse policy.)
- Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.
- Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). Also, the law concerning FGM.
- Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online.
- What the law says about sex, relationships and young people, as well as broader safeguarding issues such as marriage, CSE, CCE and abortion.
- Mental health and wellbeing, the importance and interdependence of physical and mental health and strategies to promote as well as refuting misconceptions and any stigmas associated with mental health
- Menstruation including myth busting and promotion of all available menstruation products.

It is important to note and understand that the RSE programme supports and connects with the relationship and health education programme of study that all learners in Years 7–11 experience in PSHE lessons. Therefore, there is often development and age appropriate consolidation of key themes multiple times throughout a learner's time at St John Fisher Catholic College.

Outcomes:

Inclusion and Differentiated learning

We will ensure at St John Fisher Catholic College that we are sensitive to the needs of all learners as we believe that each child is made in the image and likeness of God and must be loved and respected as such. We will ensure that the teaching received is sensitive to all learners and takes into consideration their ability, background, family life and personal sexual orientation, faith and culture.

The Assistant Headteacher in charge of Catholic Life will work closely with the SEND department to ensure all teaching material is accessible for all learners and that RE teachers are well trained and resourced to deliver the materials in a confident and purposeful way. All reasonable adjustments to alleviate any disadvantage will be carefully thought out and monitored. It will be paramount that lessons foster healthy and respectful peer to peer

communication. The environment created will challenge all perceived limits on pupils based on their gender or any other characteristic as in line with our school child on child abuse policy and safeguarding policy.

Any discrimination or bullying will not be tolerated as we endeavour to ensure that RSE lessons and St John Fisher Catholic College as a whole, is a safe and welcoming place for all. Any unwanted reactions will be dealt with in line with the school behaviour policy and our child on child abuse policy.

Equalities obligations:

The Governing Body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the learners, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

Programme / Resources

We have been delivering our RSE programme, using TenTen resources since 2019. We have produced annually, a short video, accessible to all parents and carers before the teaching of RSE has begun informing parents of the materials that will be used and alerting them to the TenTen parent portal so that they may experience and familiarise themselves with these resources. Both in 2019 and 2022 when this policy has been formed and then revised, the views of parents, carers, staff, governors, clergy as well as learners have been sought. As a collective, feedback showed that RSE was seen as extremely important, as was the need to ensure that the Gospel values of love, acceptance and dignity of human life were at the heart of all teaching.

Results from stakeholder questionnaires show teaching should prioritise, physical changes to the body during puberty, how to recognise and navigate healthy and unhealthy relationship as well as handling the pressures connected to social media platforms and other influences of the internet. Many stakeholders felt that the teaching would be better suited to the formation tutors as well as PSHE teachers instead of the RE faculty, whilst maintaining the foundation of the Gospel values. In 2022-23 with the development and extension of formation time it will be possible to build in through acts of collective worship and formation time focus' a way to further enhance the RSE message delivered in RE lessons. Overall, the feedback on the existing programme has been positive although it was felt that more learner discussion and outside speakers would enhance the programme further. As covid restrictions relax there may be possibility for this to explored. Further details on opinions can be found in Appendix 1.

St John Fisher Catholic College will teach RSE as an explicit programme of study to all year 7-13 learners through RE lesson time with their RE teachers. These sessions will be 60 minutes long and will involve a mixture of video clips, discussion, reflections and prayer. Most learners will complete a reflection style workbook alongside the lessons as well as being signposted each lesson about safeguarding and where/how to find further support. The programme of study will last 4 weeks and will run each RE lesson. Having a clear designated time for RSE shows the importance and the level of regard our school places on effective RSE teaching. From 2023-2024 RE curriculum time will increase by 1 hour a fortnight enabling RSE to remain being taught by RE teachers whilst

also protecting the 10% curriculum time for RE. This extra curriculum time will also allow us the opportunity to secure external visitors, such as school nursing, to support the programme, where possible.

St John Fisher Catholic College will be using TenTen's programme of "Cinema Education" and "Life to the Full" endorsed by the Archdiocese of Birmingham to support the teaching of RSE

Year 7

	Core Theme	Session Title	Description
Session 1	Religious Understanding	Who Am I?	Our core identity is that each of us is a completely unique person, a unity of body and soul, created and loved by God.
Session 2	My Body	Changing Bodies	Puberty involves physical, emotional and sexual development. Daunting though it can be, it is part of God's plan for us.
Session 3	Emotional Well-Being	Healthy Inside And Out	Thinking about self-esteem helps us consider its impact and how to nurture it.
Session 4	Life Cycles	Where We Come From	Sexual intercourse is revealed as more than just a physical act, but a gift from God for married couples, an expression of love and His plan for how babies are made.
Session 5	Personal Relationships	Family and Friends	Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions.
Session 6	Keeping Safe	My Life on Screen	Online lives need safeguarding, just like in real life.
Session 7	Wider World	Living Responsibly	Becoming aware of the effects of actions on others helps us understand the concept of social responsibility.

Year 8

	Core Theme	Session Title	Description
Session 1	Religious Understanding	Created and Chosen	Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us.
Session 2	My Body	Appreciating Differences	Understanding our identity means appreciating male/female differences and learning to accept the invitation from God to root our identity in who he created us to be.
Session 3	Emotional Well-Being	Feelings	Managing sexual feelings requires self-control, self-respect and patience.
Session 4	Life Cycles	Before I Was Born	Contemplating life in the womb reveals that it is both beautiful and fragile.
Session 5	Personal Relationships	Tough Relationships	In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
Session 6	Keeping Safe	Think Before You Share	Image sharing and anything in word, speech or action that reduces people to objects dishonours their God-given dignity.
Session 7	Wider World	Wider World	Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.

Year 9

	Core Theme	Session Title	Description
Session 1	Religious Understanding	The Search for Love	The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
Session 2	My Body	Love People, Use Things	Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation.
Session 3	Emotional Well-Being	In Control of My Choices	Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.
Session 4	Life Cycles	Fertility and Contraception	Knowing about methods for managing conception aids reflection on why they uphold or contravene God's plan for sex.
Session 5	Personal Relationships	Marriage	Learning about different types of committed relationships leads to consideration of what relationships are desired in the future.
Session 6	Keeping Safe	One Hundred Percent	Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.
Session 7	Wider World	Knowing My Rights and Responsibilities	The reality of sexual exploitation brings to light our human rights and responsibilities.

Year 10

	Core Theme	Session Title	Description
Session 1	Religious Understanding	Authentic Freedom	Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom.
Session 2	My Body	Self-Image	Understanding our dignity allows us to appreciate our bodies in the right way.
Session 3	Emotional Well-Being	Beliefs, Values, Attitudes	Making good moral choices depends on building confidence, integrity and understanding.
Session 4	Life Cycles	Parenthood	While we sometimes take parents for granted, parenthood impacts us in so many ways. It is the responsibility of a lifetime.
Session 5	Personal Relationships	Pregnancy and Abortion	Pregnancy is an invitation to discover the challenge of responding with love to the gift of life.
Session 6	Keeping Safe	Abuse	Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion.
Session 7	Wider World	Solidarity	Love means building peace and living in solidarity with all of God's creation, in particular the poor, marginalised and oppressed.

Year 11

	Core Theme	Session Title	Description
Session 1	Religious Understanding	Self-Worth	This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
Session 2	My Body	Addiction	In this session, pupils hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith.
Session 3	Emotional Well-Being	Eating Disorders	This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves.
Session 4	Life Cycles	Birth Control	This session holds fertility up as a precious gift to be protected, nurtured and valued.
Session 5	Personal Relationships	Pornography	This session looks at 'adult content' in an adult way: asking questions about how it affects people's behaviour, how it affects the way people think about themselves, others and their relationships.
Session 6	Keeping Safe	STIs	In this session, pupils meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family.
Session 7	Wider World	Coercive Control	In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable.

There is currently no fixed programme of study for Y12/13 and so the RE teachers will use General RE time to deliver the Cinema in Focus sessions.

Year 12	Year 13	
		<ul style="list-style-type: none"> - Each session fits into a 50-minute lesson; - Guidance will be given on how to divide the session in two to create 25-minute sessions (not Session 1: Film and Discussion); - "Film and Discussion" sessions are designed to work with whole year groups or half-year groups. They include prayer and reflection, so are best being led by members of staff confident leading this aspect of the work. - Alternatively, a Ten Ten facilitator can be booked to lead these sessions in school.
Session 1: Film and discussion session Session 2: Life in Sixth Form (Part 1) Session 3: Life in Sixth Form (Part 2)	Session 1: Film and discussion session Session 2: Human Trafficking (Part 1) Session 3: Human Trafficking (Part 2)	

Parents and Carers

We recognise that parents and carers are the principle and the most important educators of their children in all aspects of education including RSE. As a Catholic school, we support parents and the Church as the supporting vehicle by which the Church's teaching on relationships, sex and family life is passed on. Therefore, the school will continue to support parents by ensuring the programme of study is available on our website for parents and carers to see. The school will continue to alert parents and carers when the programme of study will begin and will continue to advertise and promote the TenTen parent portal app so that parents and carers are able to engage with their children about the topics they are discussing currently and what will be discussed next.

Right to Withdraw

As in line with statutory guidance parents have the right to withdraw their child from some or all of the sex education received "up to and until three terms before the child turn 16. After that point, if the child wishes to receive sex education rather than be withdrawn", the school will make arrangements for the child to join RSE classes. All requests for withdrawal must be submitted in writing addressed to the Headteacher for action. Parents do not have the right to withdraw their child from any relationship or Health education.

All lessons will be dealt with sensitively and with compassion. However as is the nature of RSE, issues connected to child protection might arise and they will be dealt with in accordance with our Safeguarding policy as well as our child on child abuse policy.

Responsibility for Teaching the Programme and monitoring

Responsibility for the specific delivery of the programme, CPD and monitoring will primarily rest with the Assistant Headteacher for Catholic Life. The responsibility of the daily teaching and delivery of the programme will rest with Re teachers, the Head of RE Faculty and the wider SLT. However, all staff have a collective responsibility to be active in helping all learners to develop healthy relationships and attitudes towards RSE. They will do this by modelling attitudes and values ascribed to the RSE programme and support learners by being role models of good healthy, wholesome relationships, being active in contributing and developing the learners personal and social skills. All staff will be expected to uphold the Catholic Ethos of the school and

how this directly relates to RSE teaching.

The Head of Catholic Life has the responsibility to work alongside governors, parents, learners, the Headteacher and wider pastoral staff to ensure the implementation of this policy is thoroughly carried out and that parents are made aware.

It is also their responsibility to ensure the governors are supported in monitoring and evaluating the provision of RSE programme by examining plans and schemes of work making sure they remain fit for purpose. The school will continue to seek learner opinion after the delivery of the RSE programme to assess effectiveness and to build upon feedback to enhance the delivery the following year. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Appendix One: Stakeholder Voice

Our **clergy and governors** believed strongly that all RSE should continue to be underpinned by Gospel Values of love and respect of all people but with a strong emphasis on enabling students to recognise their own true worth, as children of God, made out of love, to be worthy of love and to live a life of love. They believed that the priorities of recognising the signs of healthy and unhealthy relationships were paramount but also understanding that human life has an intrinsic value, and as such, must be protected.

Our **learners** believed as a collective body that RSE was incredibly important and that overall, the delivery had been effective so far. They felt that the Gospel values that underpinned all teaching had been clear and were necessary however they felt at times that more discussions were needed, and they did not always feel that the RE teachers had been the best person to deliver the programme. Their priorities were understanding physical changes, recognising unhealthy relationships and being able to really understand the difference between love and sex. They continued to want more outside speakers to enhance the delivery.

Parents were very supportive of the school delivering RSE. It was rated at 9.34 out of 10 for the importance of the programme and parents were also in agreement that Gospel values should be at the heart of the programme. Overall parents felt it had been taught well with it scoring 7.24. Parents agreed with similar priorities such as recognising unhealthy relationships, handling physical changes to the body but also ensuring confident tackling of unhealthy social media pressures were developed.

There remained some confusion as to what was meant by parents right to withdraw and it is important that this remains highlighted in the information videos sent out. Some parents felt they not sufficient information had been given out, but other parents celebrated the use of the information videos and the promotion of the TenTen parent portal saying that it enabled them to have positive conversations at home with their children. It is important that the school commits to the TenTen parental portal then and does all it can to encourage parents and carers to connect with this platform to support parents as the first educators of their children.