

Relationships Sex and Health Education Policy – RSE Policy



| | |
|--|---------------------------------------|
| Formally Approved: | September 2024 |
| Review: | July 2025 or as necessary |
| Responsible Member of Staff: | Sarah Bisschop (Deputy Head Pastoral) |
| Person Responsible for Implementation and Monitoring: | Ed Harper (Head of PSHEE) |
| Responsible Governor: | Liz Hungin |

Content:

- 1. Introduction**
- 2. Delivery of the Curriculum**
- 3. Relationships Education – Primary**
- 4. Relationships and Sex Education – Secondary**
- 5. Working With Parents**
- 6. Right to be excused from sex education**
- 7. Physical Health and Mental Wellbeing**
- 8. Religion and Belief**
- 9. Managing difficult questions**
- 10. Equality**
- 11. Monitoring and Evaluation**
- 12. Policy review**
- 13. Appendix 1 - Relationships Education - Primary: Subject Content**
- 14. Appendix 2 - Physical Health and Mental Wellbeing - Primary: Subject Content**
- 15. Appendix 3 PSHEE SOW**

1. Introduction

This policy responds to the Department for Education's statutory guidance: 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'. From September 2021, this requires that Relationships Education be taught to primary years and Relationships and Sex Education to secondary years.

Caldicott recognises its responsibility to promote positive relationships amongst its pupils, to help pupils understand the world in which they are growing up and to prepare pupils for the opportunities, responsibilities and experiences of adolescent and adult life. Caldicott seeks to provide a safe and stimulating environment which will enable pupils to learn about spiritual, moral, cultural, mental, physical and emotional development.

To embrace the challenges of creating a happy and successful adult life, 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. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

2. Delivery of the Curriculum including to pupils with Special Educational Needs

Relationship Education and Relationships, Sex & Health Education must be accessible to all pupils. The programme should also be mindful that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. The Curriculum Relationships and Sex Education is delivered primarily as part of the school's PSHEE programme and in Science lessons as required. It is also reinforced in many aspects of school life such as, TPR, through assemblies, Chapel and talks. Any use of visiting speakers will be to enhance teaching and not as a replacement for it. The school follows the guidelines of the DFEE with respect to the teaching of RSE (Key stage 3) and RE (Key stages 1 and 2). The objective of Relationships and Sex Education is to help to inform and support the pupils during their physical, emotional and moral development within the wider range of the school policies, and to ensure they are equipped to transfer their understanding to their respective senior schools.

- The school recognises the need to supply accurate information and support to the children at the appropriate stages of their development.
- The school aims to promote self-esteem, self-awareness and a sense of moral responsibility as a basis for informed choice and the fostering of a just and democratic society.
- The school recognises that children need a framework of guidelines within which they can operate and they should know what values are considered important in our community.

- The expectations and responsibilities of parents in respect of Relationships and Sex Education are acknowledged and parents have the right to withdraw their children from this part of the curriculum - but cannot withdraw their child from the National Statutory government guidelines on Relationships and Health Education. Parents will have access to the RSE curriculum map prior to teaching so that a united school and home approach can be adopted. The Head of PSHEE will have an 'Open door' policy for parents who wish to discuss issues arising from RSE at greater length.
- Caldicott believes that it is important that RSE is seen as a shared responsibility between parents and the school, and that communication between the two is imperative and in the best interests of the individual pupils. Lessons will provide age-appropriate content.

3. Relationships Education - Primary

The aim of Relationships Education is to teach pupils the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children and with adults. The principles of positive relationships also apply in the online world.

The statutory curriculum content for Primary Relationships Education can be found in Appendix 1.

The Caldicott PSHE schemes of work which include the Primary Relationships Education statutory curriculum can be found in Appendix 3.

The topics are arranged in a manner that allows for timely exploration at an appropriate point in the school year and pupils' experiences. It provides a carefully sequenced curriculum that builds knowledge, skills and attributes year on year, as the core themes are revisited.

4. Relationships and Sex Education - Secondary

The aim of Relationships and Sex Education is to give young people the age-appropriate information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should 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 should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

For 5th and 6th Form pupils, when dealing with sensitive subject matter that corresponds with puberty, wherever possible, these lessons will be 'team taught' with a school nurse to ensure safeguarding and accuracy are at the forefront of lesson planning and implementation. There will also be regular communications with the boarding and pastoral team to ensure the health and wellbeing of each child is nurtured and monitored.

The statutory curriculum content for Secondary Relationships and Sex Education can be found here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-on-rse-and-health-education>

As per the statutory guidance, this content needs to be covered during a pupil's time in secondary education. At Caldicott we educate pupils for the first two of these years and therefore we will only cover those areas of the curriculum that are age and developmentally appropriate.

5. Working with Parents

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children, and they have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Caldicott will work closely with parents when planning and delivering these subjects. The School will ensure that parents know what will be taught and when and that they are given every opportunity to understand the purpose and content of Relationships Education and Relationship and Sex Education. The School will clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

6. Right to be excused from Sex Education

Age-appropriate Sex Education will be provided to pupils in 5th and 6th Form. Parents may request that their child be withdrawn from some or all of this aspect of the school's statutory RSE provision. Such requests will be made in writing to the Head, who may wish to discuss the request with parents and, in certain circumstances with the child, in order to clarify the purpose of the curriculum, and the possible detrimental effects of being withdrawn, including any social or emotional effects of being withdrawn, and the risk of hearing other children's distorted versions of the content taught after the sessions. Following this discussion, and barring exceptional circumstances, the school should respect the parental request. Records will be kept of this. The Head will automatically grant any request for a child to be withdrawn from any sex education delivered to 1st – 4th Form, unless it forms a part of the science curriculum. There is no right to withdraw from Relationships Education, Health Education or the content outlined in the science curriculum - in accordance with the National Curriculum guidelines.

7. Physical Health and Mental Wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

The statutory curriculum content for primary Physical Health and Mental Wellbeing Education can be found in Appendix 2 and the secondary content here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-on-rse-and-health-education>

8. Religion and Belief

The religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Caldicott will comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. Teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

9. Managing difficult questions

As mentioned previously, the unique school/parent relationship is key in ensuring a 'no stone unturned' approach. The content that is taught to each year group is appropriate in nature and in delivery. The Head of PSHEE meets regularly with the department during the RSE unit to ensure complete clarity and to offer their expertise to ensure boys are encouraged to ask about anything they may be unsure of. Understandably, given the ease with which children can access the internet, it is essential to give honest and factual answers. Pupils are encouraged wholeheartedly to speak to parents and their allocated 'safe' people during the delivery of RSE lessons if they are at all unsure.

At Caldicott, as well as the skilled PSHEE teachers, there is an extensive PSHEE library available to access in Room A, which has age-appropriate books that the boys are able to read in their spare time. In addition, during the delivery of RSE lessons, the school matrons and nurses are available to either lead or support sessions. This has proved vital in ensuring boys know how to act upstairs in the boarding house. Lastly, one of our nursing team has several external qualifications regarding her interest surrounding FGM. This has proved highly beneficial when the pupils have been learning about this sensitive topic.

As can be the case, PSHEE lessons may be missed from time to time due to commitments elsewhere (absences/music lessons/LAMDA etc.). If this happens, the PSHEE teacher can use the lesson register to record any absences, and a mutual time can be organised so that the lesson material can be delivered. In addition, extra time is always offered to the pupils if any of them want to ask questions on a 1-on-1 basis. In some cases, the PSHEE teacher may

decide that it's best for boys to be taught in a small group as this can help pupils to feel more comfortable.

10. Equality

Caldicott is required to comply with relevant requirements of the Equality Act 2010. Further guidance is available in The Equality Act 2010. Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. This should be taken into consideration in designing and teaching these subjects.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

11. Monitoring and Evaluation

The Head of PSHEE will lead Relationship Education and Relationships, Sex & Health Education throughout the school. Regular meetings will be held to ensure that all teachers involved in teaching aspects of RSE are confident in their delivery and have appropriate training when required. The Head of PSHEE will monitor delivery in both a formal and informal sense as per the requirements set out in the Head of Department job description.

Teachers will critically reflect on their work in delivering RSE through regular dialogue with other staff, the Head of PSHEE and through the progress being made by the pupils. Pupils will have opportunities to review and reflect on their work during lessons. Pupil voice will be influential in adapting and amending planned learning activities as feedback is gathered during lessons.

12. Policy Review

The School will regularly monitor and review the delivery of the Relationships and Sex Education programme. The Head of PSHEE will ensure that the school meets the statutory requirement for RSE in consultation with the PSHE Association, Deputy Head Pastoral and school governor in charge of RSE. Subsequent adaptations of the curriculum will be developed in consultation with staff, pupils, parents and carers. The named and dedicated lead for delivery within the school is the Head of PSHEE Mr Edward Harper, in conjunction with the Deputy Head (Pastoral) and Head. The consultation and policy development process will be directed by the school within the annual review cycle. The process will involve the following steps:

1. Review. The Head of PSHEE and Deputy Head (Pastoral), with the Head will gather all relevant information including national and local guidance.

2. Staff consultation. All school staff will be given the opportunity to review the policy and curriculum before making recommendations.

3. Parent / carer consultation. All parents and carers will be given the opportunity to review and comment on the policy and curriculum. Parents and carers will be welcome to review examples of the materials that might be used within RSE lessons.

4. Pupil consultation.

Appendix 1 - Relationships Education - Primary: Subject Content

| | | |
|----------|----------|--|
| P | 1 | Families and people who care for me. Pupils should know: |
| P | 1.1 | that families are important for children growing up because they can give love, security and stability |
| P | 1.2 | 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 |
| P | 1.3 | 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 |
| P | 1.4 | 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 |
| P | 1.5 | that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong |
| P | 1.6 | how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| P | 2 | Caring friendships. Pupils should know: |
| P | 2.1 | how important friendships are in making us feel happy and secure, and how people choose and make friends |
| P | 2.2 | the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties |
| P | 2.3 | that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded |
| P | 2.4 | 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 |

| | | |
|----------|----------|--|
| P | 2.5 | 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 |
| P | 3 | Respectful relationships. Pupils should know: |
| P | 3.1 | 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 |
| P | 3.2 | practical steps they can take in a range of different contexts to improve or support respectful relationships |
| P | 3.3 | the conventions of courtesy and manners |
| P | 3.4 | the importance of self-respect and how this links to their own happiness |
| P | 3.5 | 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 |
| P | 3.6 | 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 |
| P | 3.7 | what a stereotype is, and how stereotypes can be unfair, negative or destructive |

| | | |
|----------|----------|--|
| P | 3.8 | the importance of permission-seeking and giving in relationships with friends, peers and adults |
| P | 4 | Online relationships. Pupils should know: |
| P | 4.1 | that people sometimes behave differently online, including by pretending to be someone they are not |
| P | 4.2 | 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 |
| P | 4.3 | the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them |
| P | 4.4 | how information and data is shared and used online |
| P | 4.5 | how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met |
| P | 5 | Being safe. Pupils should know: |
| P | 5.1 | what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) |
| P | 5.2 | 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 |

| | | |
|---|-----|---|
| P | 5.3 | that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact |
| P | 5.4 | how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know |
| P | 5.5 | how to recognise and report feelings of being unsafe or feeling bad about any adult |
| P | 5.6 | how to ask for advice or help for themselves or others, and to keep trying until they are heard. |
| P | 5.7 | how to report concerns or abuse, and the vocabulary and confidence needed to do so |
| P | 5.8 | where to get advice, for example family, school or other sources |

Appendix 2 - Physical Health and Mental Wellbeing - Primary: Subject Content

| | | |
|----------|----------|---|
| P | 6 | Mental wellbeing. Pupils should know: |
| P | 6.1 | that mental wellbeing is a normal part of daily life, in the same way as physical health |
| P | 6.2 | 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 |
| P | 6.3 | 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 |
| P | 6.4 | how to judge whether what they are feeling and how they are behaving is appropriate and proportionate |
| P | 6.5 | the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness |
| P | 6.6 | simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests |
| P | 6.7 | isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support |
| P | 6.8 | that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing |
| P | 6.9 | 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) |
| P | 6.10 | 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 |
| P | 7 | Internet safety and harms. Pupils should know: |

| | | |
|----------|----------|--|
| P | 7.1 | that for most people the internet is an integral part of life and has many benefits |
| P | 7.2 | 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 |
| P | 7.3 | 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 |
| P | 7.4 | why social media, some computer games and online gaming, for example, are age restricted |
| P | 7.5 | 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 |
| P | 7.6 | how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted |
| P | 7.7 | where and how to report concerns and get support with issues online |
| P | 8 | Physical health and fitness. Pupils should know: |
| P | 8.1 | the characteristics and mental and physical benefits of an active lifestyle |
| P | 8.2 | 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 |
| P | 8.3 | the risks associated with an inactive lifestyle (including obesity) |

| | | |
|----------|-----------|---|
| P | 8.4 | how and when to seek support including which adults to speak to in school if they are worried about their health |
| P | 9 | Healthy eating. Pupils should know: |
| P | 9.1 | what constitutes a healthy diet (including understanding calories and other nutritional content) |
| P | 9.2 | the principles of planning and preparing a range of healthy meals |
| P | 9.3 | 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) |
| P | 10 | Drugs, alcohol and tobacco. Pupils should know: |
| P | 10.1 | the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking |
| P | 11 | Health and prevention. Pupils should know: |
| P | 11.1 | how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body |

| | | |
|----------|-----------|---|
| P | 11.2 | about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer |
| P | 11.3 | the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn |
| P | 11.4 | about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist |
| P | 11.5 | about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing |
| P | 11.6 | the facts and science relating to allergies, immunisation and vaccination |
| P | 12 | Basic first aid. Pupils should know: |
| P | 12.1 | how to make a clear and efficient call to emergency services if necessary |
| P | 12.2 | concepts of basic first-aid, for example dealing with common injuries, including head injuries |
| P | 13 | Changing adolescent body. Pupils should know: |
| P | 13.1 | key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes |
| P | 13.2 | about menstrual wellbeing including the key facts about the menstrual cycle |

Caldicott PSHEE: Long Term Overview: 2024-2025

| | Michaelmas 2024 | | | | | Spring 2025 | | | | Summer 2025 | | |
|----------------------|---|---|---------------------------|--|---|---|--|---------------------------|--|---|---------------------------|---|
| | New beginnings & community | Black history month | Mindfulness session (1/3) | PSHEE in the news | Gratitude & empathy | What is it like living in Britain? | Media literacy and digital resilience | Mindfulness session (2/3) | Healthy me | Careers, financial literacy & economy | Mindfulness session (2/3) | Sex and relationships education |
| 1 st Form | Understanding support Establishing new routines Understanding difficulties Protected Characteristics | Inspirational figure: Martin Luther King Understanding equality To know that everyone matters | | Teacher led discussion about recent events. Allows pupils to appreciate the importance and prevalence of PSHEE within the world in which they live | To review the term: what has gone well? | To know about how Britain is governed | Using the internet and digital devices; communicating online | | Keeping healthy Food & exercise Hygiene routines Sun safety | Different jobs and skill Setting personal goals – where will I be in 20 years' time? | | Recognising what makes each other special Manging when things go wrong PANTS |
| 2 nd Form | Identifying support avenues Knowing how to give support Understanding anxiety Protected Characteristics | Inspirational figure: Rosa Parks Issues with inequality To know how to be a kind person Understanding racism | | Teacher led discussion about recent events. Allows pupils to appreciate the importance and prevalence of PSHEE within the world in which they live | To review the term: what has gone well? | To know what a democracy is and how this is used to select pollical parties | The internet in everyday life Online vs offline Identifying whether information is correct | | Why sleep is important What are medicines Keeping healthy (teeth) Expressing feelings | Making decisions about money Using money Keep money safe | | Growing older, what is a healthy relationship? |
| 3 rd Form | Understanding anxiety Dealing with conflict Identifying support network Protected Characteristics | Inspirational figure: Jesse Owens Understanding equality To know why racism occurs Dealing with inequality | | Teacher led discussion about recent events. Allows pupils to appreciate the importance and prevalence of PSHEE within the world in which they live | To review the term: what has gone well? | To know what the rule of law is To learn about the houses of Parliament | To know how the internet is used Accessing information- do we need to be careful? | | Health choices: what affects our feelings ad how we express our feelings | Identifying job interests and aspirations Career choices Workplace stereotypes | | Identifying what puberty is The signs of puberty |
| 4 th Form | Understanding & managing change Dealing with pressure Learning about what a community can bring Protected Characteristics | Inspirational figure: Barack Obama To know about prejudice To understand minority vs majority To know why racism happens | | Teacher led discussion about recent events. Allows pupils to appreciate the importance and prevalence of PSHEE within the world in which they live | To review the term: what has gone well? | To know how Britain is governed compared to other countries in the world | What is data? How is data shared? Is it wise for everything to be digitalised? | | Maintaining a balanced lifestyle What is exercise and what are the benefits of it? | Influences & attitudes towards money What are financial risks? | | Puberty & relationships Personal hygiene |
| 5 th Form | Understanding emotions Knowing the avenues of support in school Learning about the boarding community Protected Characteristics | Inspirational figure: Nelson Mandela Understanding equality/inequality Knowing how to identify racist behaviours Severity of using racist language | | Teacher led discussion about recent events. Allows pupils to appreciate the importance and prevalence of PSHEE within the world in which they live | To review the term: what has gone well? | A look at what makes Britain unique. What are the successes of the political ideology? | How information online is targeted What are the different media types? What are their roles and the impact this has on us? | | Healthy habits (sleep, eating, exercise) What are allergies and what is immunisation? What is body image | Careers, teamwork, and enterprise skills (5 th Form Citizenship award) | | Puberty & relationships Personal hygiene Dos and don'ts of a relationship |
| 6 th Form | Understanding change Addressing misconceptions of 6 th Form life Understanding emotional literacy Protected Characteristics | Inspirational figure: Nelson Mandela To know the connotations of racism To understanding how to deal with hurtful comments What was apartheid? | | *6th Form Careers Unit * Equality of opportunity in careers and life choices and different types and pattern of work (Careers fair) | To review the term: what has gone well? | To know and understand how other countries are governed To know about country prejudices | Evaluating media sources Is it safe to share things online? How do we keep safe online? Common 'phishing' tactics used | | What affects mental fatigue (mental health) Online vs offline behaviour | Sex education What is contraception Consent How to live in a healthy relationship Consent, FGM | | Post CE Program: Authors Talk Peter Hall – Wasted Youth Andrew Reeves Charlie Walker Breck Foundation (Internet Safety) Debbie Spens (consent) |