

What is Personal, Social, Health and Economic (PSHE) education and why is it important?

We recognise that today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline.

Although this has created lots of positive and exciting opportunities, it also poses new challenges and risks. Children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

PSHE lessons allow this crucial education to our students. It is a subject where students develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

These skills and attributes help students to:

- Stay healthy,
- Be safe
- Prepare them for life and work both now and in the future.



Relationships, Sex & Health Education at Calthorpe Academy

At Calthorpe we have always been forward thinking with regards to education pupils on their safety and wellbeing as we know our learners are vulnerable members of society.

We have successfully delivered Relationships, Sex and Health Education as part of our PSHE Curriculum to ensure that where learners who have the capacity to understand are empowered with the knowledge to protect themselves so that there is no negative impact on our learners when they are accessing the world around them.

This process now is formalising the government guidance and where it sits within our curriculum.

By the end of this presentation you shall understand:

- Why RSHE is taught in schools
- What the statutory guidelines relating to RSHE are
- How we teach RSHE at Calthorpe Academy according to our learners when they are developmentally ready
- What is covered in RSHE
- What types of teaching strategies and resources we use (appropriate and personalised to learners development needs)

Relationships & Sex Education & Health Education (RSHE)

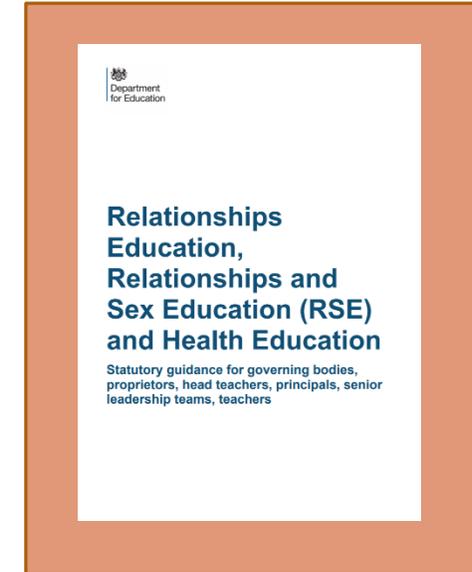
What have the Government have said?

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools."

The Secretary of State

"Special Schools have a particularly sensitive role to play. Children with learning difficulties are entitled to the same opportunity as other children to benefit from sex education. They may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against unacceptable behaviour by adults."

Section 403 of the Education Act 1996.



This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education.

What does this all mean?

This means that we have to teach about relationships and health education to our **primary aged learners** but **not** sex education.

At Calthorpe Relationships and Sex Education is delivered in an age-appropriate, developmental manner when individual learners are ready.

This means that issues are explored in greater depth as pupils mature.



How we teach RSHE at Calthorpe Academy

We teach relationships and health education as part of our personal, social and health education curriculum (PSHE)

Our PSHE curriculum is built upon the PSHE association framework and is taught through three areas:

- 1) Relationships
- 2) Health and Wellbeing
- 3) Living in the Wider World

*It is also embedded within our Foundations for Life and Engagement for Life Curriculums

Relationships

By the end of primary school age, (where developmentally appropriate) pupils will have been taught content on:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Unkind or bullying behaviour
- Discrimination
- Peer pressure
- Permission seeking and giving and the concept of personal privacy





We teach about healthy relationships which children are likely to come across so that children understand the features of relationships that are likely to lead to happiness and security.

This will also help them to recognise any less positive relationships when they come across them.



This also applies **online**.

Lessons address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Lessons include how information is shared and used, for example by sharing pictures.



Families are important and provide a nurturing environment for children.

We explore all types of families based on the knowledge of our pupils and their families within each of the classes that represent our school community.

We take care to ensure that this is taught with sensitivity and care.

We also teach pupils to develop their own character traits, such as

- helping pupils to believe they can achieve,
- persevere with tasks,
- work towards long-term rewards,
- continue despite setbacks.

We teach the importance of respect, honesty, kindness, generosity, and many other positive things.



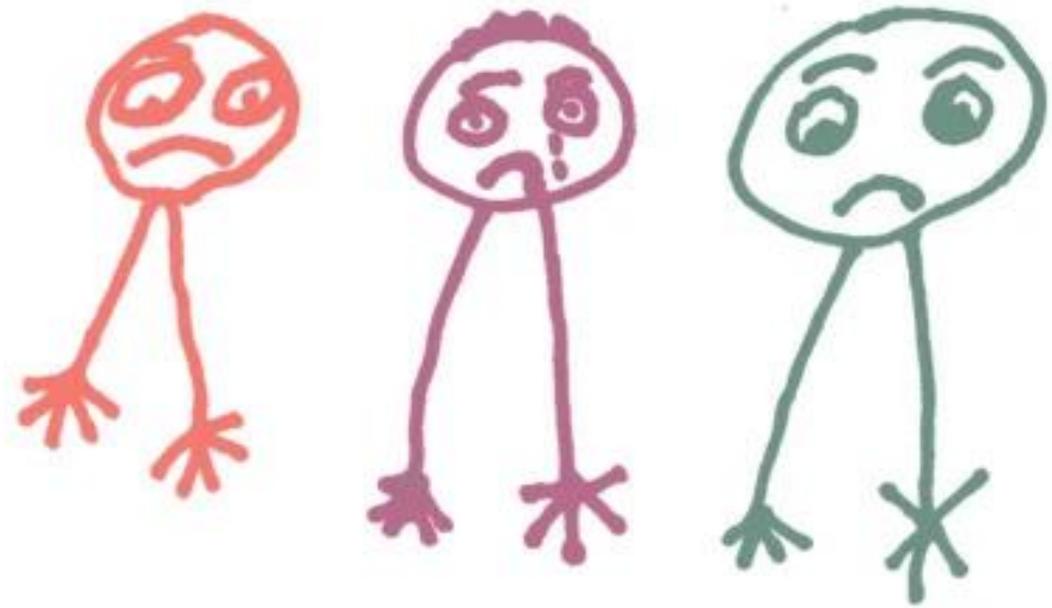
We are a Unicef Children's Rights Committed School. We teach our pupils about their rights, how to stay safe by recognising and reporting abuse.

This includes:

- emotional
- physical
- and sexual abuse.

We teach this through learning about boundaries and privacy, so that pupils understand they have rights over their own bodies.

They are taught how to report concerns and get help. We teach children to make sensible decisions to stay safe.



It shouldn't
hurt to be
a child.



UNICEF UK
RIGHTS RESPECTING
SCHOOLS AWARD

BRONZE – RIGHTS COMMITTED



NSPCC
Speak out. Stay safe.
programme

Health and Wellbeing

We teach the learners about physical and mental wellbeing to

- Give them the information that they need to make good decisions.
- Enable them to recognise what is normal
- What is an issue in themselves and others and know how to seek help.

This is taught through:

- Emotional & Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Basic first aid
- Growth and Change

***Where developmentally appropriate** individual learners shall learn about the **Changing Adolescent Body**, via the Intervention Curriculum (in consultation with parents)



Living in the Wider World

By the end of primary school, (where developmentally appropriate) pupils will have been taught content on:

- Different groups and communities they belong to
- Social responsibility
- What we can do with money and making responsible decisions
- Careers and career paths
- Looking after the local and wider environment
- The impact of the media and social media



What does RSE this look like in our curriculum pathways?

What does this mean?

At Calthorpe our Relationships and Health Education is embedded within our PSHE curriculum.

Our learners all learn in different ways and so PSHE looks very different in each curriculum pathway dependent on the learners independence and communication needs.

Here are examples of where Relationships and Health Educations fits within our curriculum pathways:

Stage 1 of the PSHE Curriculum		Stage 2 of the PSHE Curriculum
<p>Engagement for Life</p> <p>This pathway typically consists of our PMLD learners who respond to a sensory based curriculum that supports their holistic care and physical wellbeing needs.</p>	<p>Foundations for Life</p> <p>This pathway typically consists of our ASD learners who have varying communication needs and needs support to process their senses.</p>	<p>Learning for Life</p> <p>This pathway typically consists of learners with SLD who are learning to communicate through the most appropriate means to them, building independence and confidence to generalise skills in different social contexts</p>
<p>Social and Emotional Wellbeing</p> <p>Within Social Emotional Wellbeing the focus is the development of learners communication and providing the learners with motivational opportunities to make relationships and develop their independence in their holistic wellbeing needs.</p> <p>This is facilitated by the learners interacting with other people and generalise their skills for learning in different contexts (e.g. within different environments, along side a range of people, with a variety of stimuli.)</p>	<p>Health Living, Independence and Community Participation</p> <p>RSHE is embedded across different subject areas to ensure that they have more opportunities to generalise their skills for learning.</p> <p>Learners develop supportive relationships with familiar adults and peers. They are provided with opportunities to be taught to self regulate and access schedules and routines to ensure that they are taught correct sequences for tasks and that the tasks are taught consistently across the students different settings.</p> <p>It is important that learners develop these self-care routines, build tolerance to accessing different environments and develop their life skills in order for them to lead lives that are as independent and healthy as possible.</p>	<p>Universal PSHE Curriculum</p> <p>Learners access the Universal PSHE Curriculum which focuses on three key themes of 'Family, Friendship and Safety' in order to prepare them for a life in modern Britain.</p> <p>They are taught how to understand and respond to their emotions in order to develop successful relationships with others and how to behave in different contexts.</p> <p>The learners are supported to make informed choices and about their rights to have their opinions heard in order to be able to live safe, healthy and independent lives.</p>
<ul style="list-style-type: none"> • Eating and Drinking • Dressing and Undressing • Cleaning Teeth • Hair Brushing • Social Environments • Daily Living Skills • Making Relationships 	<ul style="list-style-type: none"> • Personal Skills • Keeping Healthy • Relationships and emotional regulation • Independent living • Personal safety • Road safety and Travel • Leisure and community engagement 	<ul style="list-style-type: none"> • Self- Awareness • Self-Care, support and safety • Relationships- managing feelings • Relationships- Changing and growing • Healthy Lifestyles • The World I Live in

Relationships & Sex Education



**Where developmentally appropriate this taught to our secondary aged learners.*

This builds on from the teaching they have had about relationships and health at Primary. It aims to give young people the information they need to help them develop healthy, nurturing relationships.

It shall introduce them to what healthy and unhealthy relationships look like and what makes a good friend, colleague and a successful marriage or committed relationship."

PSHE/RSE Policy, Calthorpe Academy

At Calthorpe our aims are to:

- Develop our pupils awareness of their rights
- Support our pupils with the physical and emotional aspects of their learning
- Support pupils with the knowledge of what behaviour is appropriate in what social context
- Keep pupils safe by empowering them to know which behaviours are acceptable and knowing what behaviours of others are acceptable

In section 403 of the Education Act 1996.
The Act states that:

'Special Schools have a particularly sensitive role to play. Children with learning difficulties are entitled to the same opportunity as other children to benefit from sex education. They may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against unacceptable behaviour by adults.'

Supplementary Curriculum Support

We recognise that some of our learners are developing their awareness of what is socially acceptable and may need bespoke intervention support (where developmentally appropriate) to support our pupils both at home and school to address their understanding of:

Primary aged learners:

- Menstruation and Menstrual Wellbeing
- Masturbation/ Inappropriate Touch
- Exposing of Private Body Parts

Secondary aged learners+:

- Menstruation and Menstrual Wellbeing
- Masturbation/ Inappropriate Touch
- Exposing of Private Body Parts
- Romantic Feelings and Sexual Attraction
- Puberty
- Consent

Supplementary Curriculum Need

Report to PSHE Lead



PSHE Lead

PSHE Lead liaises with
-Class team
-Positive Behaviour Support Team
-Parents/ Carers - intervention can take place with parental consent
-Early Help- if it meets criteria



Is there a need for Early Help Intervention?

Yes:

- Early Help Leads shall complete Early Help paperwork with parents
- Family support meeting takes place with PSHE Lead, Pastoral Team and Parents/ Carer to discuss behaviour at school and/ home- Family Plan targets set.
- Intervention is to be put in place in collaboration with home and school.
- Appropriate strategies, core vocabulary and resources discussed and shared with parents and class team

Follow up:

- 2 weeks later PSHE Lead shall consult separately with Parents/ Class Team to review impact of intervention
- 1 month later PSHE Lead to review impact with all and assess if further intervention is required.
- Family plan targets reviewed 3-4 weekly with Early Help Leads and Parents

Personalised Interventions can only be implemented with the permission of parents

(*parents have the right to ask the Head Teacher to withdraw their child from an intervention if they chose to).

This process is shared with our staff within our policy.

NSPCC Resources for Parents



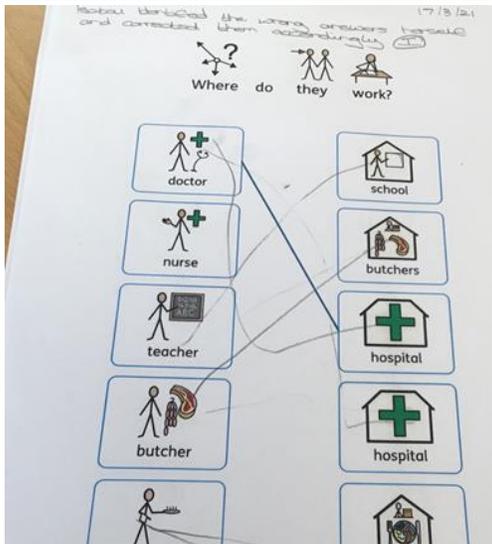
Calthorpe is registered with the NSPCC's Speak Out Stay Safe programme.

Examples of the NSPCC's online resources parents can access with their children at home to support their understanding of relationships:

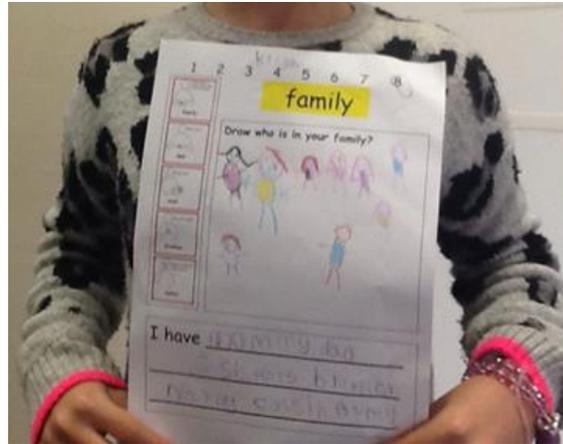
Resource	What information is provided to support parents at home
Watch our Speak out Stay safe assembly at home NSPCC	NSPCC virtual assembly to help parents support their children at home that they have the right to be safe and what to do if they are worried.
Talk PANTS & Join Pantosaurus - The Underwear Rule NSPCC	NSPCC's 'Talk PANTS' helps children understand that their body belongs to them, and they should tell someone they trust if anything makes them feel upset or worried. This resource shall helps parents by offering advice, tips and materials that can be used.
Teaching Your Child about Internet & Online Safety NSPCC	NSPCC offer advice on how to talk to your child about online safety. They offer advice and support too about: <ul style="list-style-type: none">• Screen time• Live streaming and video apps• Social media and Safety• Parent webinar workshops
Online Safety for Children - Tips & Guides NSPCC	NSPCC offer a range of guides and advice for parents to help keep children safe online: <ul style="list-style-type: none">• Parental controls• Online games• Internet Connected devices• Net Aware

Examples of the learners work within PSHE Stage 2:

Self-care, support and safety Families and people who care for us



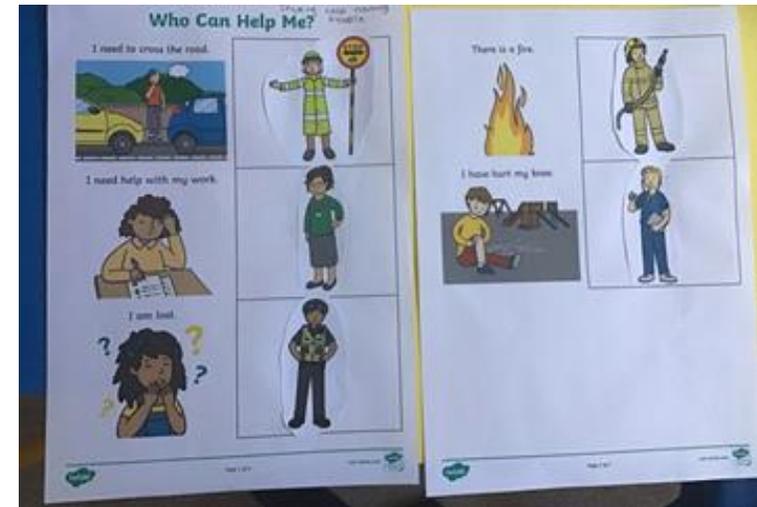
Self-Awareness People who are special to us



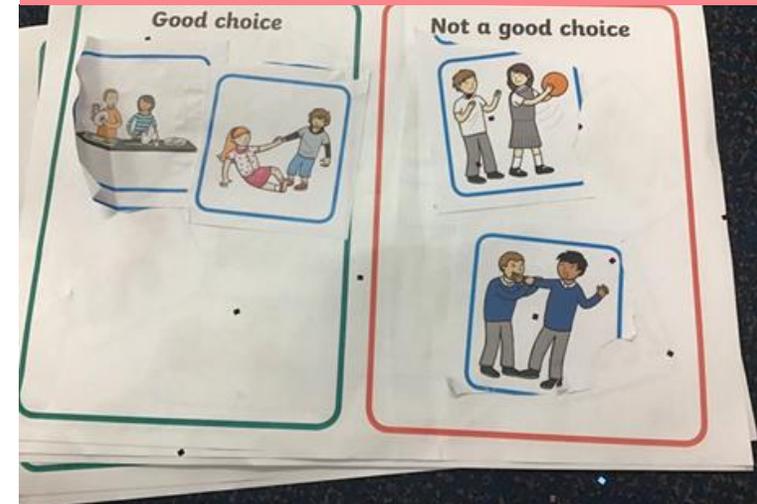
Self-care, Safety and Support Public and Private



Self-Care, support and safety Keeping Safe



Self-Awareness Upset/ Angry



Within Learning for Life pathway

We provide bespoke information in accessible formats for individual learners to meet their communication needs and developmental understanding.

Planned learning opportunities for peer support and social activities provide the learners opportunities to develop their confidence and empathy with others.

Our curriculum is creative and full of opportunities the pupils to express themselves creatively through activities like art and music

Examples of the learners PSHE work in Stage 1 in the Engagement for Life Pathway:

Daily Living Skills



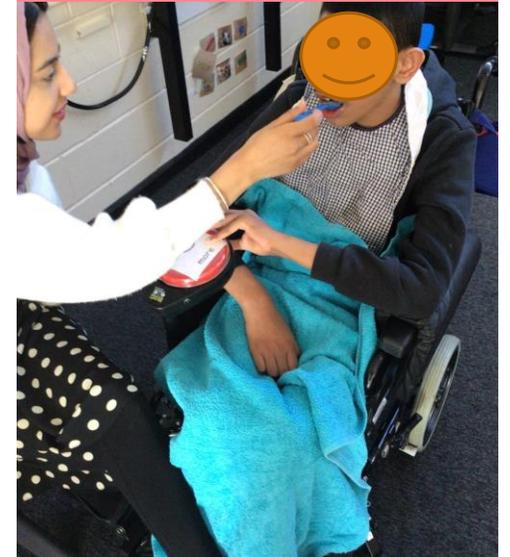
EYFS: Making Relationships



Eating & Drinking Skills



Cleaning Teeth



Within Engagement for Life we provide contextualised learning appropriate to learners in each pathway to suit their learning development needs for

- Cognition
- Communication
- Sensory
- Physical
- Social

Each learner's level of independence and targeted level of support is identified to ensure they make progress through a repetition of activities over time in different contexts.

Their independence is measured by reduction of support they need to progress to maintain their current skill or advance to the next skill.

Examples of the learners PSHE work in Stage 1 in the Foundations for Life Pathway:

Building Positive Relationships with Adults



Healthy Living



Independent Living



Within the Foundations for Life Curriculum

There is a focus on facilitating and enabling learners communication needs in order for them to develop their understanding of independent skills and emotional regulation.

Learners develop supportive relationships with familiar adults and peers. They are provided with opportunities to be taught to self regulate and access schedules and routines to ensure that they are taught correct sequences for tasks and that the tasks are taught consistently across the students different settings.

Personal Skills



Commonly asked questions by
parents.

‘Can pupils be
withdrawn from
RSE by parents?’

Answers:

Primary aged learners:

The relationships and health parts of the curriculum are statutory.

Sex education IS NOT compulsory at primary school and we do not teach this.

Therefore parents cannot withdraw their child from the lessons we teach to our primary aged learners (where developmentally appropriate).

Secondary aged learners:

The relationships and health parts of the curriculum are statutory.

Parents have the right to withdraw their children from the non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this if it is developmentally appropriate for the young person).

Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from Sex Education and they will join another class group of a similar age and ability where possible.

***There is no right to withdraw young people from the growth elements the science curriculum-** however this is only delivered where developmentally appropriate to individual learners.

Commonly asked questions:

‘Will my child be taught about LGBT relationships?’

Answer:

Pupils should be taught about the society in which they are growing up.

These subjects are designed to foster respect for others, and educate pupils about healthy relationships.

Teaching children about the society that we live in and the different types of living, healthy relationships that exist can be done in a way that respects everyone.

(*This can be explored in greater context where appropriate and the individual learner is developmentally ready and in consultation with parents via the **Intervention Curriculum**.)

And finally...

The curriculum overview will be available on the website

Staff will be fully trained on the updated content

Thank you!