



**CALTHORPE
ACADEMY**
Skills for the life we want

PSHE & RSE Policy

*All policies are electronically signed and available on Governor Hub

Ratified by the Board of Trustees

Signed by the Board of Trustees

Date: 18.05.2022

To be reviewed annually

Date: May 2023

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1. PSHE Introduction

- 1.1. At Calthorpe Academy Personal, Social, Health and Economic Education (PSHE) is at the centre of all we do;
- 1.2. PSHE promotes the key themes of family, friendship and safety.
- 1.3. PSHE is a non-statutory subject. There are aspects of it we are required to teach. Relationships Education is delivered to our primary age pupils and relationships and Sex Education is delivered to our secondary age pupils in line with the terms set out in Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 government statutory guidance. In line with this guidance Health Education is delivered to both primary and secondary age pupils. As an SEND academy we 'tailor content to meet specific needs of pupils at different developmental stages.' Section 35. Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 government statutory guidance.
- 1.4. The promotion of pupils' personal development (including social development) is a fundamental aspect of education and underpins all other learning.
- 1.5. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

2. Aims

- 2.1. Through our PSHE curriculum, we aim that our pupils will:
 - Develop spiritually, morally, socially and culturally;
 - Acknowledge and appreciate difference and diversity;
 - Develop self-confidence and self-responsibility;
 - Value themselves and others;
 - Be, as much as possible, independent, responsible and active members of the school and the local community;
 - Learn to make informed choices;
 - Be participants in a positive, democratic society;
 - Understand what constitutes a safe and healthy lifestyle;
 - To experience, form and maintain positive relationships;

- Understand and manage their emotions;
- Have opportunities to consider issues which may affect their own lives and/or the lives of others.
- Acquire a wide and varied range of developmentally appropriate knowledge and skills that promote the three key themes of family, friendship and safety.
- Enjoy all their rights as set out in the United Nations Convention on the Rights of the Child (UNCRC).

3. Role and Responsibilities

3.1. The PSHE Co-ordinator has the following responsibilities:

- To lead the review of the PSHE policy;
- To ensure that the resources used are relevant and appropriate to the needs of the pupils;
- To lead an evaluation of the PSHE policy and curriculum;
- To ensure that staff have the necessary skills, confidence, knowledge and resources in order to deliver effective PSHE;
- To develop and maintain an effective assessment and monitoring system.

3.2. The board of Trustees have the following responsibilities:

- To ensure that an up-to-date PSHE policy is approved, in place and is made available;
- To ensure that the PSHE policy and curriculum are in line with the National Curriculum non-statutory guidance 2014, the Education Act 2002, the Academies act 2010 and Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 government statutory guidance
- To ensure that the policy and programme reflect a whole school approach.
- To hold the headteacher to account for implementation:-

3.3. Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support PSHE, is doing so in line with the school's PSHE policy, curriculum and other relevant school policies;
- Delivering PSHE in a sensitive way

- Modelling positive attitudes to PSHE
- To contribute to the evaluation of the programme;
- To assess pupil's progress against the agreed learning outcomes;
- Responding to the needs of individual pupils
- To communicate with parents when appropriate/necessary.

4. Working with Parents/Carers

- 4.1. We recognise that parents/carers are key partners in our delivery of a comprehensive PSHE programme for our pupils at the school. The PSHE we deliver is designed to support the important role of parents in this area.

5. Content and Delivery

- 5.1. As stated above, we are required to cover the content for relationships education, relationships and sex education (RSE), and health education that is developmentally appropriate for our pupils, as set out in the statutory guidance (linked to above).
- 5.2. Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. Explain where you can find this policy here.

6. Organisation/Provision:

- 6.1. PSHE is delivered within a whole school approach which includes:
- Dedicated curriculum time
 - Teaching PSHE through and in other subjects/curriculum areas
 - Specialised assemblies and acts of collective worship
 - PSHE activities and school events e.g. Autism Awareness Week
 - Pastoral care and guidance
 - Positive Behaviour Support approach, encouraging positive behaviour and using proactive strategies
 - Inclusion opportunities
 - Visiting speakers/workshops e.g. The Rep theatre drama workshops
 - External visits e.g. Visits to places of worship in our local community, through our link with the Ladywood Interfaith project.

7. Teaching and Learning:

- 7.1. During timetabled PSHE time, an emphasis is placed on active learning through personalised teaching strategies to meet the needs of individual pupils.
- 7.2. All teachers will endeavour to provide a positive and safe learning environment.
- 7.3. Visiting speakers such health workers also contribute to the taught curriculum e.g. our sixth form carry out a programme of study delivered by Umbrella Sexual Health Services ;
- 7.4. Beyond timetables lessons, pupils are supported in generalising and applying the skills they are learning, in real-life situations as they arise e.g. resolving conflicts, working alongside peers, making choices about food when in the school canteen.
- 7.5. We teach PSHE to all our pupils, regardless of their ability;
- 7.6. Learning opportunity are matched to the individual needs of each pupil;
- 7.7. We challenge our most able pupils to formulate personal views based on evidence as they research and discuss.
- 7.8. Resources used for the delivery of PSHE will be personalised and both developmentally and age appropriate for individual pupils.

8. Assessment, Recording and Reporting:

- 8.1. Assessment will take place through a range of formative and summative assessment.
- 8.2. Teachers assess the pupils' learning by making informal judgements as they observe them during lessons.
- 8.3. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year.
- 8.4. We keep records of the contributions to the life of the school and community in photographs and written work and through Evidence for Learning.
- 8.5. The nature of PSHE means that careful consideration should be given to the best means of recording by the teaching staff.

9. Monitoring and Review:

- 9.1. The delivery of PSHE is monitored by the Senior Leadership team alongside PSHE co-ordinator, through; Planning scrutiny, summative data and evidence recorded on Evidence for Learning.
- 9.2. Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems.
- 9.3. The Head Teacher and PSHE Co-Ordinator will support colleagues in the teaching of PSHE by giving information about current developments in the subject and providing a strategic lead and direction for the subject in school.
- 9.4. All staff will be responsible for evaluating the strengths and weaknesses in the subject and indicating areas for further improvement.
- 9.5. This policy will be reviewed by the PSHE co-ordinator annually. At every review, the policy will be approved by the Board of Trustees.

1. RSE Introduction

- 1.1. Relationships and Sex education (RSE) is an area of central importance in the curriculum for pupils with Special Educational Needs and Disabilities. Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 government statutory guidance - Section 34 states,

'Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.'
- 1.2. The principal aim of Calthorpe Academy's Relationships and Sex Education is to promote the three key themes of family, friendship and safety.
- 1.3. Planning and implementation must involve sensitivity and discretion.
- 1.4. This policy defines the principles and practices which inform the teaching of Relationships and Sex Education across Calthorpe Academy.
- 1.5. Relationships Education is delivered to our primary, secondary and post 16 age pupils through our embedded departmental curricula
- 1.6. As an SEND academy Sex Education is delivered when deemed developmentally appropriate to Secondary and Post 16 age pupils on an individualised **or group** intervention basis in agreement with the Senior Leadership Team, PSHE co-ordinator and parents, in line with Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 government statutory guidance - Section 35
- 1.7. 'In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.'
- 1.8. In addition certain biological aspects are delivered through our Science curriculum.
- 1.9. Relationships and Sex Education is delivered in an age-appropriate, developmental manner so that issues are explored in greater depth as pupils mature.

2. Statement of intent

2.1. Calthorpe Academy's Relationships and Sex Education is to:

- Promote the three key themes of family, friendship and safety.
- Create a positive culture around issues of relationships and sexuality through the ethos and values of the academy and the behaviour and attitudes of the adults and pupils within it.
- Develop pupils body awareness, personal health and hygiene skills and where accessible for pupils, at appropriately differentiated levels, to prepare them for puberty and sexual development.
- Provide a framework in which sensitive discussions can take place.
- Provide pupils an environment in which feelings of self-respect, confidence and empathy are promoted and developed.
- Teach pupils the correct vocabulary, according to their needs, to label and describe their bodies and themselves. (See curricula guidance)
- Ensure all pupils are able to access their rights as set out in the United Nations Convention on the Rights of the Child (UNCRC).
- Meet Article 4 of the United Nations Convention on the Rights of the Child, 'ARTICLE 4 (implementation of the convention) Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.' Through following the Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 government statutory guidance. As set out below.

3. Statutory requirements

3.1. Relationships Education is compulsory for all schools providing primary education and Relationships and Sex education is compulsory for all schools providing secondary education. Therefore as an all- through academy we must provide Relationships education to all primary age pupils and Relationships and Sex Education to all secondary age pupils as per section 34 of the Children and Social Work Act 2017.

3.2. We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

3.3. At Calthorpe Academy there will be a need to tailor content and teaching to meet the specific needs on pupils at different

developmental stages and we will ensure that our teaching is, 'sensitive, age- appropriate, developmentally appropriate and delivered with reference to the law.' as per section 35 of the Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 government statutory guidance.

- 3.4. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.
- 3.5. 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. Schools should bear in mind that some parents may find it difficult to come to terms with the idea that their children will one day become sexually active'.
- 3.6. At Calthorpe Academy we teach RSE as set out in this policy.

4. Policy development

- 4.1. This policy has been developed in consultation with staff, parents and stakeholders. The consultation and policy development process involved the following steps:
 - Review - a member of staff pulled together all relevant information including relevant national and local guidance.
 - Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations.
 - Parental/Stakeholder consultation - parents/stakeholders were invited to feedback on the policy during the consultation period.
 - Ratification - once amendments were made, the policy was shared with the Board of Trustees and ratified.

5. Defining Relationship and Sex Education

- 5.1. OFSTED states: A school should ensure that it, 'delivers age-appropriate sex and relationships education that meets pupils' needs and contributes to safeguarding them from inappropriate sexual behaviours and sexual exploitation. 'Not good enough: PSHE education in schools May 2013 The Sex Education Forum (SEF)' defines Relationships and sex education as follows:

- 'Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being... good quality RSE is an entitlement for all children and young people...'
- 5.2. At Calthorpe Academy RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. It goes beyond the provision of biological information; it focuses on attitudes and values, developing self-esteem and the skills to manage relationships.
- 5.3. For Calthorpe Academy the principals of RSE are family, friendship and safety. RSE is not about the promotion of sexual activity.

6. Curriculum

- 6.1. Our curriculum is set out in our departmental curricula documents; Foundations for Life, Learning for Life, Engagement for Life and Post 16 curriculum. We adapt it as and when necessary to meet the individual needs of our pupils.
- 6.2. We have developed the curriculum in consultation with stake holders, taking into account the age, needs, and feelings of pupils.

7. Delivery of RSE

- 7.1. Calthorpe Academy uses personalised teaching strategies to deliver RSE to our pupils. It is taught overtly through our Personal, Social Health and Economic Education (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum. Alongside these other aspects are included in Religious Education (RE), Social, Moral, Spiritual and Cultural development (SMSC), Promotion of British Values and Positive Behaviour Support (PBS). Where pupils are able to access the information we will ensure that they are made aware of aspects of law that relate to sexual activity. Relationships and Sex will be taught in the context of celebrating diversity. All teaching resources shall be scrutinised by the PSHE Lead and Senior Leadership Team.
- 7.2. The NSPCC has worked closely with the academy to embed a programme called 'Safe Circle' that supports parents and teachers to

educate all pupils about how to keep safe, recognising and assessing potential risks and who to go to if they need help or support.

- 7.3. Post 16 pupils (where it is developmentally appropriate) also receive stand-alone individualised Sex Education sessions delivered by a trained health professional from, umbrella, sexual health services for Birmingham and Solihull- the Senior Leadership Team shall consult with external agencies to ensure that the academy's ethos and vision for RSE is delivered during these sessions.
- 7.4. Across all Key Stages, the key principals of family, friendship and safety will be promoted and developed at an appropriate level according to individual need and developmental stage.
- 7.5. Across each curriculum pathway there is a rationale in place that clearly articulates how RSE is taught differentially through prerequisite progressive skills in line with the developmental needs of the learners in each pathway for our PMLD, SLD and ASD learners.
- 7.6. Relationships Education will focus on teaching the prerequisite skills, fundamental building blocks and characteristics of positive relationships including:
 - Families and people who care for me
 - Caring friendships
 - Respectful relationships
 - Online relationships
 - Being safe
- 7.7. Relationships and Sex Education will focus on giving young people the prerequisite skills, principals and information to help them develop healthy, nurturing relationships of all kinds including:
 - Families
 - Respectful relationships, including friendships
 - Online and media
 - Being safe
 - Intimate and sexual relationships, including sexual health

- 7.8. These skills are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

8. Intimate Behaviour

- 8.1. As one of key themes, safety, we teach public and private places, parts of the body and activities through the Academy's curricula. We use individualised, age-appropriate and developmentally appropriate strategies that take into consideration the developmental stage of each pupil, alongside our Positive Behaviour Support approach.
- 8.2. The Academy is classified as a public place.
- 8.3. For those pupils whom require additional support, individualised interventions will be put into place according to the needs of the pupil. Class teachers/PSHE lead/Heads of Department/Departmental SLT links will work collaboratively to agree interventions. Parents will be informed of interventions and where appropriate parents/carers are invited to support the implementation of individualised interventions. There is a process of how individual interventions take place (Appendix 1). Individualised Interventions can only be implemented with the permission of parents (parents have the right to withdraw their child from an intervention if they chose to).

9. Dealing with Difficult Questions

- 9.1. It is acknowledged that occasionally an individual pupil may ask an explicit or difficult question in the classroom.
- 9.2. At Calthorpe Academy, we have agreed that such questions do not have to be answered directly and can be addressed on an individual basis consulting with SLT/PSHE co-ordinator and HOD, with the pupil concerned.
- 9.3. The Academy believe that teachers should use their professional skill and discretion in these situations and consult a Designated Senior Person or the Head Teacher for advice when appropriate.
- 9.4. When answering questions, the teacher will be sensitive to the age, developmental stage and emotional development of the child and not be drawn into providing more information than is appropriate.

10. Female Genital Mutilation (FGM)

10.1. Female Genital Mutilation is a form of child abuse and as such is dealt with under the Child Safeguarding policy.

10.2. Definition of FGM:

10.2.1. "Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or nontherapeutic reasons." (World Health Organisation-1997)

10.2.2. Calthorpe Academy has taken information from several documents. These include, Child Protection Procedures Guidelines for FGM, the Government Home Office guidelines, and the Ofsted guidelines for "Inspecting Safeguarding".

10.2.3. The UK Government has written advice and guidance on FGM that states;

- 'FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.'
- Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM. UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women."

10.3. Indications that FGM has taken place:

- Prolonged absence from school with noticeable behaviour change - especially after a return from holiday.
- Spend long periods of time away from the class during the day.
- A child who has undergone FGM should be seen as a child protection issue. Medical assessment and therapeutic services to be considered at the Strategy Meeting.

10.4. Indications that a child is at risk of FGM:

- The family comes from a community that is known to practice FGM - especially if there are elderly women present.
- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.
- If a woman has already undergone FGM - and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate.

10.5. Reporting of female genital mutilation:

10.5.1. With effect from October 2015 all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the police. Failure to report such cases will result in disciplinary sanctions.

10.5.2. When a teacher or staff member at Calthorpe Academy has reasons to suspect that an act of FGM has been carried out on a pupil, s/he will discuss the situation with the Designated Safeguarding Lead, who may consult children's social care before a decision is made as to whether the mandatory reporting duty applies.

11. Parent/Carer Partnership

11.1. For primary age pupils parents do not have the right to withdraw their children from relationships education.

11.2. For secondary age pupils 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.

11.3. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the

pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

- 11.4. Alternative work will be given to pupils who are withdrawn from RSE and they will join another class group of a similar age and ability where possible.
- 11.5. Parents can view the materials used in school and discuss the content of the RSE programme with school staff or the PSHE Co-ordinator. Where a personalised intervention programme is required for individual pupil's parents will be informed and content/resources/materials will be shared upon their request.

12. Training

- 12.1. Staff are trained on the delivery of RSE. It is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

13. Roles and responsibilities

13.1. The Board of Trustees:

- 13.2. The board of trustees will approve the RSE policy, and hold the headteacher to account for its implementation.

13.3. The headteacher:

- 13.4. The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

13.5. Staff:

- 13.5.1. Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non- statutory components of RSE.
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

13.6. Pupils:

- 13.7. Pupils are expected to engage fully in the RSE curriculum which is adapted to suit their individual needs. Where appropriate, when discussing issues related to RSE, pupils must treat others with respect and sensitivity.

14. Monitoring arrangements

- 14.1. The delivery of RSE is monitored by the Senior Leadership team alongside PSHE co-ordinator, through; Planning scrutiny, summative data and evidence recorded on Evidence for Learning.
- 14.2. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- 14.3. The Head Teacher and PSHE Co-Ordinator will support colleagues in the teaching of RSE by giving information about current developments in the subject and providing a strategic lead and direction for the subject in school.
- 14.4. All staff will be responsible for evaluating the strengths and weaknesses in the subject and indicating areas for further improvement.
- 14.5. This policy will be reviewed by the PSHE co-ordinator annually. At every review, the policy will be approved by the Board of Trustees.

15. Confidentiality and Safeguarding

- 15.1. Although RSE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information or there may be times when a pupil wishes to confide in a member of staff. Staff understand that they cannot promise pupils absolute confidentiality, and pupils need to be aware that school staff cannot guarantee absolute confidentiality.
- 15.2. We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made.
- 15.3. All Calthorpe Academy staff will ensure all safeguarding issues will be referred to a designated safeguarding lead (DSL) and follow the school's safeguarding and child protection procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a safeguarding issue.
- 15.4. Please refer to Calthorpe Academy's Safeguarding Policy for further information.

16. Ethnic and Cultural Groups

- 16.1. Our RSE work responds to the needs of individual pupils and takes pupils faiths, and cultures into consideration. We intend our policy to be sensitive to the needs of different ethnic groups and we will respond to parental and/or pupil queries in order to allay any concerns that may exist about the RSE curriculum.

17. Equal Opportunities

- 17.1. All of the pupils are given the opportunity to take part in the Relationships Education or RSE programme regardless 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)'. Section 28. RSE and. Health Education Statutory Guidance 2019.
- 17.2. Every effort is made to ensure that self-esteem and respect are fostered in staff, pupils and their families.

18. Changes

Description	Date	Page	Section
Monitoring & Review		7	9.5
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Individual Interventions		13	8.3
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19. Appendix A - Links to internal policies and documents

- Calthorpe Academy Safeguarding Policy
- Calthorpe Academy Prevent Policy
- Calthorpe Academy
- Calthorpe Academy Curriculum Policy (Collective Worship)
- Calthorpe Academy SMSC Policy
- Calthorpe Academy SMSC/RE policy
- Calthorpe Academy E-safety policy
- Calthorpe Academy Intimate Care Policy
- Calthorpe Academy Touch policy

20. Appendix B - Links to External guidance

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance 2019
- DfE [Keeping children safe in education - for schools and colleges](#) Statutory Guidance (Updated September 2020)
- Children and Social Work Act 2017
- Education Act 1996
- Sex Education Forum:
- <https://www.sexeducationforum.org.uk/>
- Birmingham Safeguarding Children Board:
- <http://www.lscbbirmingham.org.uk/index.php/fgm>
- Multi-agency statutory guidance on female genital mutilation:
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)
- [/512906/Multi Agency Statutory Guidance on FGM - FINAL.pdf](#)
- DfES 'Sex and Relationship Education Guidance':
<http://webarchive.nationalarchives.gov.uk/20130403224457/https://www.education.gov.uk/publications/eOrderingDownload/DfES-0116-2000%20SRE.pdf>

RSE Concern
(raised by parent/staff/pupil)

Report to DSL



DSL liaises with PSHE Lead/ SLT

PSHE Lead liaises with

- Class team
- Positive Behaviour Support Team
- Parents/ Carers - intervention can take place with parental consent



If 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 seperately with Parents/ Class Team to review impact of intevention
- 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