



**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: July 2023

To be reviewed annually

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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. Statutory Requirements

- 3.1. PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

Primary: We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

We must teach health education under the same [statutory guidance](#)

Secondary: We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in statutory guidance

We must teach health education under the same [statutory guidance](#)

- 3.2. As a school we deliver PSHE through a sensitive, age appropriate, developmentally appropriate offer which is delivered with reference to the law.

We recognise that our learners must learn about Relationships (Primary) and Relationships and Sex Education (Secondary), and that there are key stage expectations for Health Education as well. In accordance with the government [statutory guidance](#), we have researched and tailored our curriculum, which has been differentiated to cater for our learners:

- Cognitive ability
- Age and stage of life
- Maturity
- Experience
- Social Understanding
- Interest and understanding

4. Role and Responsibilities

4.1. 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.

4.2. The head teacher

The head teacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3. 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.

4.4. 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

- Monitoring progress
- To communicate with parents when appropriate/necessary.

4.5. Pupils

Where applicable learners are expected to fully engage in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Working with Parents/Carers

- 5.1.** 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.

6. Content and Delivery

- 6.1.** 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).
- 6.2.** 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.
- 6.3.** Our PSHE offer is a researched based and tailored made curriculum which is differentiated to cater for our learners through a series of pre-requisite skills that are progressive across the developmental PSHE offer and additionally via the Supplementary PSHE Curriculum.

For other aspects of PSHE, including health education please see our developmental approach (appendix)

Stage 1:

PSHE and RSHE content is embedded in a meaningful framework within the curriculum offers to meet the developmental needs of the learners in Foundations for Life and Engagement for Life Pathways.

- Foundations for Life Pathway- PSHE is delivered through My Care and Life Skills
- Engagement for Life Pathway- PSHE is delivered through Social, Emotional Wellbeing.

Skills are taught in a sequential manner, delivered through repetition, communication and learning is facilitated by familiar adults in a total communication environment with different stimuli/ activities within

different capable environments to enable learners to apply and generalise skills in different contexts.

Stage 2:

Curriculum content is mapped using the [PSHE Associations PSHE Education Planning Framework for pupils with SEND](#) and [statutory guidance](#), using adapted learning outcomes appropriately in cases where statutory content/PSHE association PSHE Education Planning Framework for pupils with SEND may not be accessible for our SEND learners. Each outcome is broken down into small progressive steps beginning with the prerequisite skills to build foundations for later learning.

Pre-requisite skills are embedded within each set of strand specific skills to enable learners to build a solid foundation of skills they need to know before they are able to further access the curriculum and apply PSHE skills learnt in both lessons and in wider social contexts. (Curriculum mapping Appendix 2)

Supplementary Curriculum:

This is a supporting curriculum to deliver additional PSHE content appropriate to groups/ individual learners who have either

- Exceeded aspects of Stage 2 of the PSHE curriculum
- Or require an immediate support either at home or school with their understanding of relationships, safety or health issues e.g:
 - Understand socially acceptable/ appropriate behaviours
 - Understand physical/ emotional aspects of growing up
 - Understanding of respectful relationships
 - Understand how to safeguard themselves in wider/ online community

Staff, parents and deputy DSLs are responsible for making referrals for curriculum support. (Please see Appendix 3 for content)

7. Organisation/Provision:

7.1. 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.

8. Teaching and Learning:

- 8.1. During timetabled PSHE time, an emphasis is placed on active learning through personalised teaching strategies to meet the needs of individual pupils.
- 8.2. All teachers will endeavour to provide a positive and safe learning environment.
- 8.3. 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 ;
- 8.4. 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.
- 8.5. We teach PSHE to all our pupils, regardless of their ability;
- 8.6. Learning opportunity are matched to the individual needs of each pupil;
- 8.7. We challenge our most able pupils to formulate personal views based on evidence as they research and discuss.
- 8.8. Resources used for the delivery of PSHE will be personalised and both developmentally and age appropriate for individual pupils.

9. Assessment, Recording and Reporting:

- 9.1. Assessment will take place through a range of formative and summative assessment.
- 9.2. Teachers assess the pupils' learning by making informal judgements as they observe them during lessons.
- 9.3. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year.

- 9.4. We keep records of the contributions to the life of the school and community in photographs and written work and through Evidence for Learning.
- 9.5. The nature of PSHE means that careful consideration should be given to the best means of recording by the teaching staff.

10. Monitoring and Review:

- 10.1. The delivery of PSHE is monitored by the Senior Leadership team alongside PSHE co-ordinator, through; Planning scrutiny, Curriculum in Action Quality Assurance, summative data and evidence recorded on Evidence for Learning.
- 10.2. Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems.
- 10.3. 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.
- 10.4. All staff will be responsible for evaluating the strengths and weaknesses in the subject and indicating areas for further improvement.
- 10.5. 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. Relationships & Sex Education Policy

2. RSE Introduction

2.1. 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.’

2.2. The principal aim of Calthorpe Academy's Relationships and Sex Education is to promote the three key themes of family, friendship and safety.

2.3. Planning and implementation must involve sensitivity and discretion.

2.4. This policy defines the principles and practices which inform the teaching of Relationships and Sex Education across Calthorpe Academy.

2.5. Relationships Education is delivered to our primary, secondary and post 16 age pupils through our embedded departmental curricula

2.6. 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

2.7. ‘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.’

2.8. In addition certain biological aspects are delivered through our Science curriculum.

2.9. Relationships and Sex Education is delivered in an age-appropriate, developmental manner so that issues are explored in greater depth as pupils mature.

3. Statement of intent

3.1. 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.

4. Statutory requirements

4.1. 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.

4.2. 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.

4.3. 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.

- 4.4. 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.
- 4.5. 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'.
- 4.6. We must also have regard to our legal duties set out in:
 - Sections 406 and 407 of the Education Act 1996
 - Part 6, chapter 1 of the Equality Act 2010
- 4.7. The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities
- 4.8. At Calthorpe Academy we teach RSE as set out in this policy.

5. Policy development

- 5.1. This policy has been developed in consultation with staff, parents and stakeholders. The consultation and policy development process involved the following steps:
 1. Review - a member of staff pulled together all relevant information including relevant national and local guidance.
 2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations.
 3. Parental/Stakeholder consultation - parents/stakeholders were invited to feedback on the policy during the consultation period.

4. Ratification - once amendments were made, the policy was shared with the Board of Trustees and ratified.

6. Defining Relationship and Sex Education

6.1. 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...'

6.2. 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.

6.3. For Calthorpe Academy the principals of RSE are family, friendship and safety. RSE is not about the promotion of sexual activity.

7. Curriculum

7.1. Our curriculum is set out in our departmental curricula documents; Foundations for Life, Learning for Life, Engagement for Life and Post 16 curriculum. We this adapt it as and when necessary to meet the individual needs of our pupils.

7.2. We have developed the curriculum in consultation with stake holders, taking into account the age, needs, and feelings of pupils.

8. Delivery of RSE

8.1. 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.

- 8.2. 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.
- 8.3. 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.
- 8.4. 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.
- 8.5. 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.
- 8.6. 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

- 8.7. 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
- 8.8. 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).
- 8.9. We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

9. Inclusivity

- 9.1. We will teach about these topics in a manner that:
- Considers how a diverse range of pupils will relate to them
 - Is sensitive to all pupils' experiences
 - During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages
- 9.2. We will also:
- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
- A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats

Give careful consideration to the level of differentiation needed

10. Use of resources

10.1. We **will** consider whether any resources we plan to use:

- a) Are aligned with the teaching requirements set out in the statutory RSE guidance
- b) Would support pupils in applying their knowledge in different contexts and settings
- c) Are age-appropriate, given the age, developmental stage and background of our pupils
- d) Are evidence-based and contain robust facts and statistics
- e) Fit into our curriculum plan
- f) Are from credible sources
- g) Are compatible with effective teaching approaches

Are sensitive to pupils' experiences and won't provoke distress

11. The Use of External organisations and Materials

11.1. We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

11.2. The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

11.3. We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage

11.4. Comply with:

- This policy
- The [Teachers' Standards](#)
- The [Equality Act 2010](#)

- The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- 11.5. Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- 11.6. Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- 11.7. Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
- What they're going to say
 - Their position on the issues to be discussed
- 11.8. Ask to see in advance any materials that the agency may use
- 11.9. Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- 11.10. Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- 11.11. Check the agency's protocol for taking pictures or using any personal data they might get from a session
- 11.12. Remind teachers that they can say "no" or, in extreme cases, stop a session
- 11.13. Make sure that the teacher is in the room during any sessions with external speakers
- 11.14. We **won't**, under any circumstances:
- Work with external agencies that take or promote extreme political positions
 - Use materials produced by such agencies, even if the material itself is not extreme

12. Intimate Behaviour

- 12.1. 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.

- 12.2. The Academy is classified as a public place.
- 12.3. 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 2). Individualised Interventions from the Supplementary Curriculum can only be implemented with the permission of parents (parents have the right to withdraw their child from an intervention if they chose to).

13. Dealing with Difficult Questions

- 13.1. It is acknowledged that occasionally an individual pupil may ask an explicit or difficult question in the classroom.
- 13.2. 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.
- 13.3. 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.
- 13.4. 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.

14. Female Genital Mutilation (FGM)

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

14.2. Definition of FGM:

- 14.2.1. "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)
- 14.2.2. 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".

14.2.3. 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."

14.3. 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.

14.4. 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.

14.5. Reporting of female genital mutilation:

- 14.5.1. 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.
- 14.5.2. 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.

15. Parent/Carer Partnership

- 15.1. For primary age pupils parents do not have the right to withdraw their children from relationships education.
- 15.2. 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.
- 15.3. 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.
- 15.4. 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.
- 15.5. 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.

16. Training

- 16.1. 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.

17. Roles and responsibilities

17.1. The Board of Trustees:

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

17.2. The headteacher:

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.

17.3. Staff:

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.

17.4. Pupils:

17.5. 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.

18. Monitoring arrangements

18.1. The delivery of RSE is monitored by the Senior Leadership team alongside PSHE co-ordinator, through; Planning scrutiny, Curriculum in Action Quality Assurance, summative data and evidence recorded on Evidence for Learning.

18.2. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

- 18.3. 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.
- 18.4. All staff will be responsible for evaluating the strengths and weaknesses in the subject and indicating areas for further improvement.
- 18.5. This policy will be reviewed by the PSHE co-ordinator annually. At every review, the policy will be approved by the Board of Trustees.

19. Confidentiality and Safeguarding

- 19.1. 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.
- 19.2. 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.
- 19.3. 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.
- 19.4. Please refer to Calthorpe Academy's Safeguarding Policy for further information.

20. Ethnic and Cultural Groups

- 20.1. 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.

21. Equal Opportunities

- 21.1. 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.


- 21.2. Every effort is made to ensure that self-esteem and respect are fostered in staff, pupils and their families.

22. Changes

Description	Date	Page	Section
Monitoring & Review		7	9.5
SLT Consulting		12	7.3
Individual Interventions		13	8.3
Group interventions	03/04/22	13	8.3
Curriculum pathway rationales	03/04/22	12	7.5
Statutory Requirements	27/04/23	4	3.1, 3.2
Head teacher responsibilities	27/04/23	5	4.2
Pupils responsibilities	27/04/23	6	4.5
Content and delivery	27/04/23	29	6.3
Curriculum in action Quality assurance (added)	27/04/23	9, 22	10.1, 18.1
Legal/ public sector duties	27/04/23	12	4.6, 4.7
Law and legal requirements	27/04/23	15	8.9
Inclusivity	27/04/23	15 & 16	Section 9
External organisations/ materials	27/04/23	16	Section 11
Supplementary Curriculum (added)	27/04/23	18	12.3
Appendix 1- Developmental approach	27/04/23	25	25

Appendix 2: Supplementary Curriculum Content & Referral Process	27/04/23	26	26
Appendix 3: Curriculum Mapping Stage 2 of PSHE Curriculum	27/04/23	27	27-30

23. Appendix 1: Developmental approach to PSHE

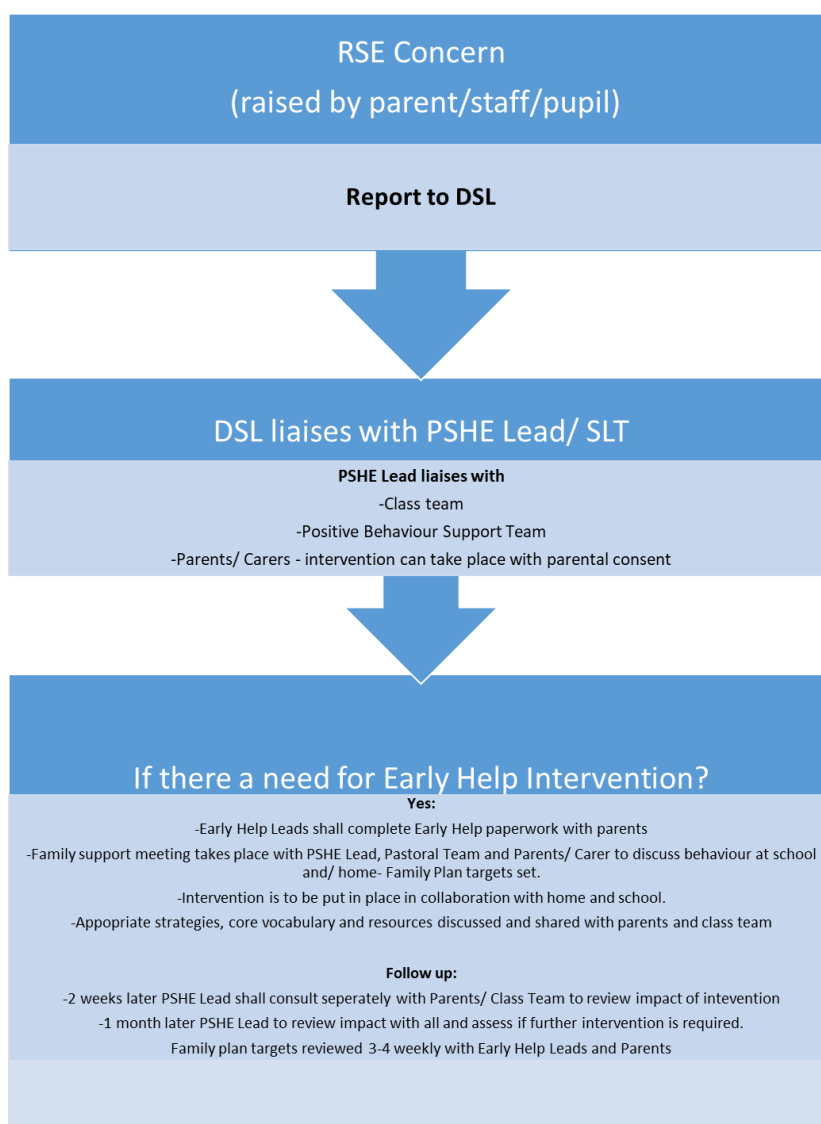
Developmental approach to PSHE						
Stage 1 PSHE Curriculum	Stage 2 PSHE Curriculum					Supplementary Curriculum
Non Subject Specific Pathways <i>Learners who access PSHE curriculum through pre-requisite skills embedded in their curriculum Offers</i>	A		B		C	(Advanced Skills Section)
		<i>Learners who are engaging in the learning process</i>	<i>Learners accessing underpinning of learning</i>	<i>Learners who are accessing fundamental elements of learning</i>	<i>Learners who are Increasing their understanding of learning</i>	<i>Learners who are understanding and beginning to apply their learning</i>
Foundations for Life Engagement for Life	Typically Learning for Life Pathway or learners exceeding Stage 1- 					

24. Appendix 2: Supplementary Curriculum Content & Referral Process

We recognize that some of our learners are developing their awareness of what is socially acceptable and may need a bespoke curriculum support (where developmentally appropriate in line with age, stage of life, life

experience, cognitive ability, social understanding, or interests) to support them both at home and school to address their understanding of:

Developmental Stage	Areas of the Supplementary Curriculum
All age groups	<ul style="list-style-type: none"> • Online & Social Media -Accessing Inappropriate content -Communicating with others online -Cyber bullying • Menstruation and Menstrual Wellbeing • Masturbation/ Inappropriate Touch • Exposing of Private Body Parts
Secondary Aged+	<ul style="list-style-type: none"> • Romantic Feelings and Sexual Attraction • Puberty • Consent



25. Appendix 3: Curriculum Mapping Stage 2 of PSHE Curriculum

Aut 1	Key Stage One	Key Stage Two	Key Stage Three	Key Stage Four	Key Stage Five
1	Baselining	Baselining	Baselining	Baselining	Baselining
2					
3	Self-Awareness Me, who I am	Self-care, support and safety Families and people who care for us	The world I live in Rules in the community	Relationships: managing feelings Communicating Feelings	The World I Live In Preparation for Adulthood
4					
5	Self-Awareness Upset/angry	Self-care, support and safety Keeping safe	The world I live in Taking care of the environment	Healthy Lifestyles Taking care of my body	Healthy Life Styles Taking Care of My Body
6		Relationships: managing feelings Expressing simple feelings	The world I live in Keeping safe in the community	Relationships: Changing and growing My body	
7	Self-care, support and safety Families and people who care for us	Relationships: managing feelings Understanding feelings	Healthy Lifestyles Taking care of my body	The world I live in Rules in the community	Self-Care Support & Safety Public & Private
Aut 2	Key Stage One	Key Stage Two	Key Stage Three	Key Stage Four	Key Stage Five
1	Self-care, support and safety Keeping safe	Self-awareness Me, who I am	Relationships: Changing and growing My body	The world I live in Keeping safe in the community	Healthy Life Styles Healthy Eating
2	Self-care, support and safety Personal, things that belong to me	Self-awareness Upset/angry	Relationships: managing feelings Understanding feelings	The world I live in Money	The World I Live in Rules in the Community
3	Relationships: managing feelings Expressing simple feelings	Self-awareness People who are special to us	Self-care, support and safety Public and private	Self-awareness My Feelings	The world I live in Groups in the Community
4	Relationships: Changing and growing Changes over time	Healthy Lifestyles Taking care of my body	Self-care, support and safety Secrets and surprises	Self-awareness We are all different	Relationships: Changing and growing My body
5	Healthy Lifestyles Healthy Eating	The world I live in People in the community	Self-awareness People who are special to us.	Self-care, support and safety Public and private	PFA Self Awareness Prejudice & Discrimination
6	Healthy Lifestyles Taking care of my body	The world I live in Rules in the community	Self-awareness My Feelings		Self-care, support and safety Communicating on and offline
7	The world I live in People in the community	Relationships: Changing and growing	Self-awareness We are all different	Self-care, support and safety Communicating on and offline	PFA Self-Care Support & Safety Feeling Frightened

Spring 1	Key Stage One	Key Stage Two	Key Stage Three	Key Stage Four	Key Stage Five
1	The world I live in <i>Rules in the community</i>	Relationships: Changing and growing <i>Different types of relationship</i>	Self-awareness <i>Team work</i>	Self-care, support and safety <i>Trust</i>	PFA Managing feelings Healthy/Unhealthy relationships
2	Self-awareness <i>Me, who am I</i>	Self-care, support and safety <i>Personal, things that belong to me</i>	Relationships: managing feelings <i>Understanding feelings</i>	Relationships: Changing and growing <i>My body</i>	
3		Self-care, support and safety <i>Keeping Safe</i>	Relationships: managing feelings <i>Communicating feelings</i>	The world I live in <i>Rules in the community</i>	PFA Relationships: Relationships & Sex Education
4	Self-awareness <i>Upset Angry</i>	Relationships: managing feelings <i>Expressing simple feelings</i>	Relationships: Changing and growing <i>Different types of relationship</i>	The world I live in <i>Keeping safe in the community</i>	
5	Self-care, support and safety Families and people who care for us	Self-awareness <i>Me, who am I</i>	Relationships: Changing and growing <i>My body</i>	The world I live in <i>Money</i>	The world I live in <i>Money</i>
6		Self-awareness <i>People who are special to us</i>	Healthy Lifestyles <i>Taking care of my body</i>	The world I live in <i>Groups in the community</i>	PFA Self-care, support and safety Accidents, Risks & Emergencies
7	Healthy Lifestyles <i>Healthy Eating</i>	Self-awareness <i>Taking turns</i>	Healthy Lifestyles <i>In pain</i>	Self-care, support and safety <i>Public and private</i>	
Spring 2	Key Stage One	Key Stage Two	Key Stage Three	Key Stage Four	Key Stage Five
1	Relationships: Changing and growing <i>Changes over time</i>	Healthy Lifestyles <i>Healthy Eating</i>	The world I live in <i>Money</i>	Self-care, support and safety <i>Communicating on and offline</i>	Healthy Life Styles <i>Taking Care of my Body</i>
2	Relationships: managing feelings <i>Expressing simple feelings</i>	Healthy Lifestyles <i>Taking care of my body</i>	Self-awareness <i>People who are special to us</i>	Self-care, support and safety <i>Trust</i>	Self-care, support and safety <i>Public & Private</i>
3		The world I live in <i>People in the community</i>	Self-awareness <i>My feelings</i>	Relationships: managing feelings <i>Communicating feelings</i>	
4	Healthy Lifestyles <i>Taking care of my body</i>	The world I live in <i>Rules in the community</i>	Self-awareness <i>Team work</i>	Healthy Lifestyles <i>First Aid</i>	Relationships: Changing and growing <i>My body</i>
5	The world I live in <i>People in the community</i>	Relationships: Changing and growing <i>Changes over time</i>	Self-care, support and safety <i>Public and private</i>	Self-awareness <i>My feelings</i>	Self-awareness <i>Team Work</i>

Sum 1	Key Stage One	Key Stage Two	Key Stage Three	Key Stage Four	Key Stage Five
1	The world I live in <i>Rules in the community</i>	Relationships: Changing and growing Different types of relationships	Self-care, support and safety Communicating on and offline	Self-awareness We are all different	PFA Self-Awareness Managing Pressure
2	Self-awareness Me, who am I	Self-care, support and safety Families and people who care for us	Relationships: Changing and growing Different types of relationships	The world I live in Money	PFA The World I Live in Preparation for Adulthood
3		Self-care, support and safety <i>Personal, things that belong to me</i>	Relationships: Changing and growing My body	The world I live in <i>Groups in the community</i>	
4	Self-awareness Upset/angry	Relationships: managing feelings <i>Understanding feelings</i>	Healthy Lifestyles Taking care of my body	Self-care, support and safety Public and private	PFA Relationships Changing & Growing Long Term Relationships & Parenthood
5	Self-care, support and safety Keeping Safe	Self-awareness Upset/angry	Healthy Lifestyles In pain	Relationships: Changing and growing My body	
6		Self-awareness People who are special to us	The world I live in <i>Rules in the community</i>	Healthy Lifestyles Taking care of my body	
Sum 2	Key Stage One	Key Stage Two	Key Stage Three	Key Stage Four	Key Stage Five
1	Self-care, support and safety <i>Personal, things that belong to me</i>	Self-awareness Taking turns	The world I live in <i>Taking care of the environment</i>	Healthy Lifestyles First Aid	Healthy Lifestyles First Aid
2	Relationships: managing feelings <i>Expressing simple feelings</i>	Healthy Lifestyles Healthy eating	The world I live in <i>Keeping safe in the community</i>	Self-awareness My feelings	Self-care, support and safety Communicating on and offline
3	Relationships: Changing and growing Changes over time	Healthy Lifestyles Taking care of my body	The world I live in Money	Self-awareness We are all different	The World I Live in Taking Care of the Environment
4		The world I live in <i>People in the community</i>	Self-care, support and safety Communicating on and offline	Self-awareness Team work	PFA Relationships: Managing relationships Special Relationships & Consent
5	Healthy Lifestyles Healthy eating	The world I live in <i>Rules in the community</i>	Self-care, support and safety Secrets and surprises	Relationships: managing feelings <i>Communicating feelings</i>	The World I Live in Money
6	Healthy Lifestyles Taking care of my body	The world I live in <i>Taking care of the environment</i>	Relationships: managing feelings <i>Communicating feelings</i>	Self-care, support and safety Communicating on and offline	
7	The world I live in <i>Rules in the community</i>	Relationships: Changing and growing Changes over time	Self-awareness My feelings	Self-care, support and safety Trust	PFA Self-care, support and safety Managing Pressure

26. Appendix 4 - 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

27. Appendix 5 - 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/512906/Multi Agency Statutory Guidance on FGM - FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/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>