



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

PSHE & RSHE Policy

*All policies are electronically signed and available on Governor Hub

Ratified by the Board of Trustees

Signed by the Board of Trustees

To be reviewed annually

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2025**

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2026**

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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.

1.2.1. 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.

While PSHE is a non-statutory subject, the teaching of Relationships Education (primary), Relationships and Sex Education (secondary), and Health Education is compulsory in all schools.

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.

1.3. The promotion of pupils' personal development (including social development) is a fundamental aspect of education and underpins all other learning.

1.4. 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

This policy is compliant with the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE, 2019), Keeping Children Safe in Education (DfE, 2025), and the Equality Act 2010. It also reflects duties under the Education Act 2002, Section 78 of the Education and Inspections Act 2006, and Working Together to Safeguard Children (2023).

- 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.

In line with paragraph 35 of the DfE 2019 statutory guidance, content is tailored to meet the specific needs of pupils with SEND at different developmental stages. The Academy ensures compliance with the

Equality Act 2010 by making reasonable adjustments to ensure accessibility for all learners.

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.

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:

The Stage 2 PSHE curriculum is mapped using the [PSHE Association's Planning Framework for Pupils with SEND](#) and the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Statutory Guidance \(DfE, 2025\)](#). Learning outcomes are adapted to ensure accessibility for all learners, with content broken down into progressive steps and prerequisite skills embedded to build secure foundations for further learning.

The curriculum is organised into three strands, aligning with the six key areas of the PSHE Association SEND Framework:

1. Managing Feelings and Self-Awareness

Delivered through the *Zones of Regulation* (ten sequenced concepts).

Focuses on emotional literacy, recognising body signals, identifying triggers, and developing personalised regulation strategies.

2. Relationships

Delivered through *SoSAFE!* and NSPCC programmes (*PANTS*, *Speak Out Stay Safe*, *Talk Relationships*).

Focuses on safe and respectful relationships, consent, appropriate touch, and accessing trusted support.

3. **Healthy Lifestyles**

Embeds themes from *Healthy Lifestyles* and *The World I Live In*.
Focuses on physical and mental wellbeing, personal care, online safety, careers, financial wellbeing, and preparation for adulthood.

This structured and inclusive approach promotes safeguarding, independence, and resilience, ensuring all learners are supported to become safe, informed, and active members of their community.
(Curriculum mapping Appendix 2)

RSHE Intervention 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, Mental Health Awareness, Child Safety Week, Safer Internet Day
- 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 PSHE Coordinator, Mental Health Lead, Safeguarding Lead, and Pastoral Lead meet half-termly to review the impact of safeguarding within the curriculum. Parental engagement supports PSHE and RSHE through workshops and the monitoring of RSHE referrals, enabling the identification of groups or individual learners requiring targeted PSHE and RSHE interventions.

10.4. 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.

10.5. All staff will be responsible for evaluating the strengths and weaknesses in the subject and indicating areas for further improvement.

10.6. 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. RSHE 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 2025 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 2025 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 RSHE 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 RSHE is an entitlement for all children and young people...'

6.2. At Calthorpe Academy RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE 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 RSHE are family, friendship and safety. RSHE 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 RSHE

- 8.1. Calthorpe Academy uses personalised teaching strategies to deliver RSHE to our pupils. It is taught overtly through our Personal, Social Health and Economic Education (PSHE) curriculum. Biological aspects of RSHE 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 RSHE 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 RSHE 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, principles 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.
- 8.10. Teaching about online safety, digital consent, and appropriate online conduct is embedded across all key stages, ensuring pupils learn to identify, manage, and report online risks, including exposure to harmful content or online grooming.

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 RSHE 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. The Academy is mindful of its duty to maintain political impartiality. All teaching and external materials will present political or controversial issues in a balanced and age-appropriate way, in accordance with Section 406–407 of the Education Act 1996.
- 11.4. We **will**:
- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
- Are age-appropriate
 - Are in line with pupils' developmental stage
- 11.5. Comply with:
- This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- 11.6. Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- 11.7. Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- 11.8. 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
- 11.9. Ask to see in advance any materials that the agency may use
- 11.10. Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- 11.11. Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- 11.12. Check the agency's protocol for taking pictures or using any personal data they might get from a session

- 11.13. Remind teachers that they can say “no” or, in extreme cases, stop a session
- 11.14. Make sure that the teacher is in the room during any sessions with external speakers
- 11.15. 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/Extended Lead /Departmental SLT links/PBS Team/ Pastoral Team 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 RSHE Intervention 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. Parents and carers do not have the right to withdraw their children from Relationships or Health Education.
- 15.2. For secondary age pupils parents have the right to withdraw their children from the non-science components of sex education within RSHE 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 RSHE 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 RSHE 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 RSHE. 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 RSHE.

17. Roles and responsibilities

17.1. The Board of Trustees:

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

17.2. The headteacher:

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

17.3. Staff:

Staff are responsible for:

- Delivering RSHE 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 RSHE.
- Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

17.4. Pupils:

- 17.5. Pupils are expected to engage fully in the RSHE 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 RSHE 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 RSHE 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 RSHE 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, or sooner if there are updates to statutory requirements. The PSHE Lead will ensure the policy remains compliant with the latest DfE guidance and best practice for SEND contexts. At every review, the policy will be approved by the Board of Trustees.

19. Confidentiality and Safeguarding

- 19.1. Although RSHE 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 RSHE 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 RSHE 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 RSHE curriculum.


21. Equal Opportunities

- 21.1. All of the pupils are given the opportunity to take part in the Relationships Education or RSHE 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
RSHE is compulsory	09/10/25	4	1.3.1
SEND Accesibility Requirements	09/10/25	5	3.2
Statutory guidance alignment	09/10/25	5	3
Political impartiality	09/10/25	19-20	11.3
Teaching online safety	09/10/25	18	8.10
Health & Relationships compulsory	09/10/25	23	15.1
Review policy sooner inline with guidance	09/10/25	24	18.5
Curriculum Mapping Stage 2	09/10/25	29	Appendix 3
Stage 2 Curriculum Update	09/10/25	8-9	6.3
RSHE Intervention Curriculum update inlines with KCSIE 2025	09/10/25	27-28	Appendix 2
External Guidance Link updates	09/10/25	32-33	Appendix 5
Collaborative review of safeguarding in curriculum	13/10/25	11	10.3

23. Appendix 1: Developmental approach to PSHE

Developmental approach to PSHE						
Stage 1 PSHE Curriculum	Stage 2 PSHE Curriculum					RSHE Intervention 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: RSHE Intervention Curriculum & Referral Process

We recognise that some of our learners are developing their awareness of socially acceptable behaviours and may require bespoke curriculum support. Where developmentally appropriate, and in line with each learner's age, stage of life, cognitive ability, social understanding, and personal experiences, the Calthorpe Academy RSHE Intervention Curriculum provides a comprehensive, progressive, and safeguarding-centered approach for pupils with SLD, ASD, and PMLD.

Interventions are co-produced by the PSHE Lead, Class Teacher, Safeguarding Team, Positive Behaviour Support Team, parents and, where appropriate, learners, ensuring that provision is relevant, consistent, and responsive to need. Evidence-based resources such as SoSAFE!, NSPCC programmes (PANTS, Talk Relationships, Speak Out Stay Safe), and Zones of Regulation support teaching around consent, privacy, and emotional regulation.

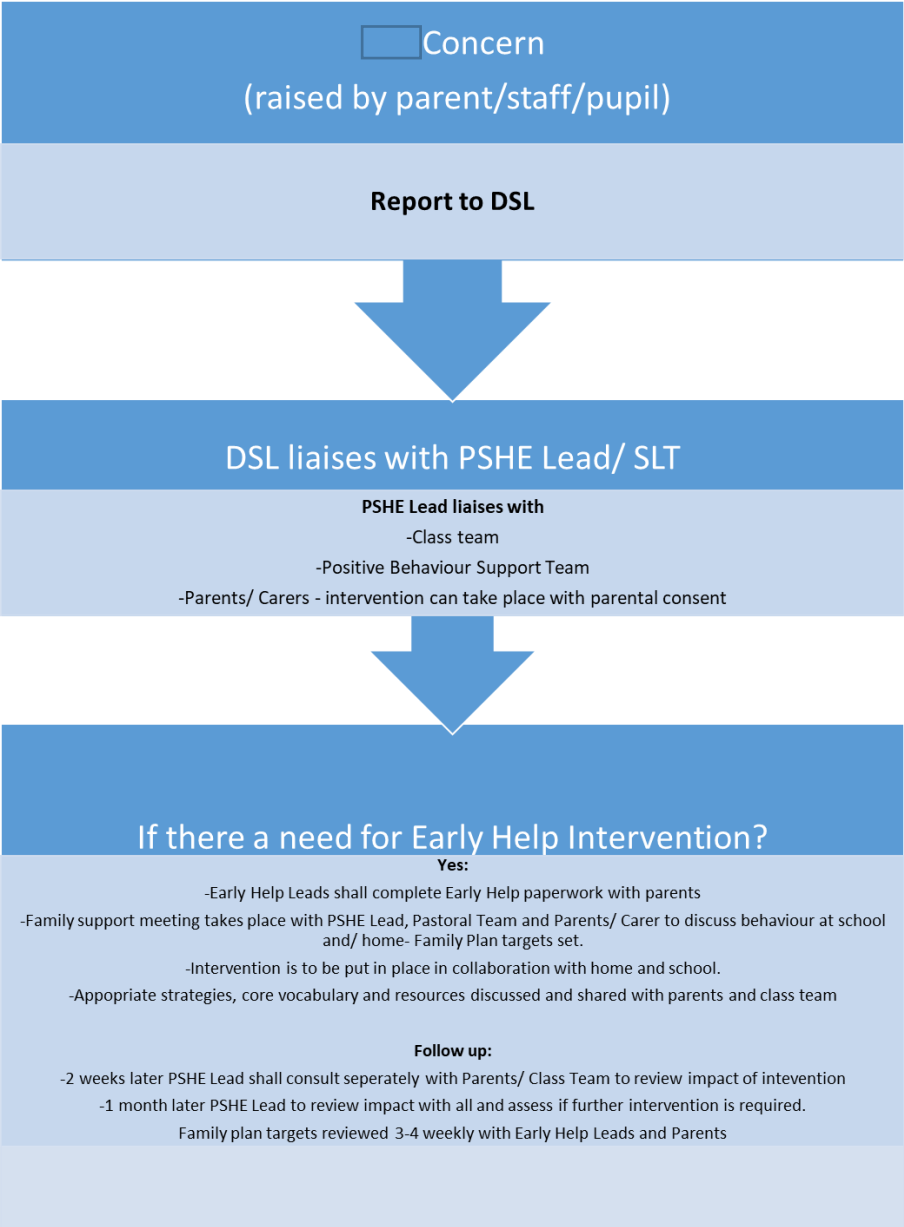
This curriculum equips learners to:

- Build and sustain safe, respectful relationships
- Recognise, respond to, and report unsafe or concerning situations
- Understand and manage physical and emotional changes with confidence

Our approach prioritises protection, empowerment, and independence, ensuring that every learner is safe, informed, and valued within their school and wider community.

Developmental Stage	Areas of the RSHE Intervention Curriculum
All age groups (where developmentally appropriate)	<p>Online & Social Media Safety</p> <ul style="list-style-type: none"> • Accessing inappropriate or harmful content • Safe communication and recognising online manipulation or grooming • Understanding cyberbullying, blackmail, and managing digital reputation <p>Menstruation and Menstrual Wellbeing</p> <ul style="list-style-type: none"> • Understanding bodily changes, menstrual health, and hygiene routines <p>Privacy, Touch and Body Awareness</p> <ul style="list-style-type: none"> • Recognising public and private body parts and behaviours • Understanding appropriate and inappropriate touch • Understanding masturbation in the context of privacy and self-management <p>Exposing of Private Body Parts / Public vs. Private Behaviour</p> <ul style="list-style-type: none"> • Understanding privacy, consent, and social appropriateness
Secondary Aged+	<p>Romantic Feelings and Attraction</p> <ul style="list-style-type: none"> • Recognising emotional and physical attraction, boundaries, and respect in relationships <p>Puberty and Physical Development</p> <ul style="list-style-type: none"> • Understanding bodily changes, hormones, and self-care routines <p>Consent and Personal Safety</p> <ul style="list-style-type: none"> • Understanding what consent is and isn't; capacity to consent, verbal and non-verbal cues, and how to withdraw consent <p>Healthy and Intimate Relationships</p> <ul style="list-style-type: none"> • Exploring healthy vs. unhealthy relationships, communication, trust, and mutual respect <p>Online Sexual Harms and Exploitation</p> <ul style="list-style-type: none"> • Understanding grooming, image-based abuse (including non-consensual sharing of intimate images), blackmail, digitally altered or manipulated content (such as deepfakes), and how to seek support and stay safe online. <p>Sexual Health and Access to Services</p> <ul style="list-style-type: none"> • Developing awareness of contraception, infection prevention, and how to access sexual health advice safely and appropriately <p>Sexual Violence, Coercion and the Law</p> <ul style="list-style-type: none"> • Recognising coercion, abuse, harassment, and understanding the legal framework around consent and sexual behaviour <p>Gender Identity, Sexuality and Diversity</p> <ul style="list-style-type: none"> • Understanding and respecting diverse identities, orientation, and inclusion in relationships and society

RSHE Concern process:



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

STAGE 2 Teaching Sequence 2025-26

Aut 1	Developmentally ready EYFS & Key Stage One (L1)	Key Stage Two (L2, 3,4)	Key Stage Three (L5,6,7,8)	Key Stage Four (L9, 10)	Key stage 5 (6L 1,2,3,4)					
1	Base lining									
2	Managing Feelings & Self-Awareness (Zones of Regulation)									
3	MF&SA	MF&SA	MF&SA	MF&SA	MF&SA					
4						Relationships Families & Special People	Relationships Cooperating with others	Relationships Communicating Safely	Relationships Cooperating with others	Relationships Different types of relationships
5						Healthy Life styles My Body	Healthy Life styles Keeping Safe	Healthy Life styles My Body	Healthy Life styles My Changing Body	Healthy Life styles Keeping Safe
6						Relationships Cooperating with others	Relationships Communicating Safely	Relationships Cooperating with others	Relationships Different types of relationships	Relationships Families & Special People
7						Relationships Cooperating with others	Relationships Communicating Safely	Relationships Cooperating with others	Relationships Different types of relationships	Relationships Families & Special People
8	Relationships Cooperating with others	Relationships Communicating Safely	Relationships Cooperating with others	Relationships Different types of relationships	Relationships Families & Special People					
Aut 2	Developmentally ready EYFS & Key Stage One (L1)	Key Stage Two (L2, 3,4)	Key Stage Three (L5,6,7,8)	Key Stage Four (L9, 10)	Key Stage 5 (6L 1,2,3,4)					
1	Managing Feelings & Self-Awareness (Zones of Regulation)									
2	MF&SA	MF&SA	MF&SA	MF&SA	MF&SA					
3						Healthy Life styles Keeping Safe	Healthy Life styles My Body	Healthy Life styles My Changing Body	Healthy Life styles Keeping Safe	Healthy Life styles My Body
4						Relationships Communicating Safely	Relationships Cooperating with others	Relationships Different types of relationships	Relationships Families & Special People	Relationships Cooperating with others
5						Healthy Life styles My Body	Healthy Life styles My Changing Body	Healthy Life styles Keeping Safe	Healthy Life styles My Body	Healthy Life styles Keeping Safe
6						Healthy Life styles My Body	Healthy Life styles My Changing Body	Healthy Life styles Keeping Safe	Healthy Life styles My Body	Healthy Life styles Keeping Safe
7	Healthy Life styles My Body	Healthy Life styles My Changing Body	Healthy Life styles Keeping Safe	Healthy Life styles My Body	Healthy Life styles Keeping Safe					
Spring 1	Developmentally ready EYFS & Key Stage One (L1)	Key Stage Two (L2, 3,4)	Key Stage Three (L5,6,7,8)	Key Stage Four (L9, 10)	Key Stage 5 (6L 1,2,3,4)					
1	Managing Feelings & Self-Awareness (Zones of Regulation)									
2	Managing Feelings & Self-Awareness (Zones of Regulation)									
3	MF&SA	MF&SA	MF&SA	MF&SA	MF&SA					
4						Relationships Cooperating with others	Relationships Different types of relationships	Relationships Families & Special People	Relationships Cooperating with others	Relationships Communicating Safely
5						Healthy Life styles My Changing Body	Healthy Life styles Keeping Safe	Healthy Life styles My Body	Healthy Life styles Keeping Safe	Healthy Life styles My Body
6						Healthy Life styles My Changing Body	Healthy Life styles Keeping Safe	Healthy Life styles My Body	Healthy Life styles Keeping Safe	Healthy Life styles My Body
7						Healthy Life styles My Changing Body	Healthy Life styles Keeping Safe	Healthy Life styles My Body	Healthy Life styles Keeping Safe	Healthy Life styles My Body
Spring 2	Developmentally ready EYFS & Key Stage One (L1)	Key Stage Two (L2, 3,4)	Key Stage Three (L5,6,7,8)	Key Stage Four (L9, 10)	Key Stage 5 (6L 1,2,3,4)					
1	Managing Feelings & Self-Awareness (Zones of Regulation)									
2	MF&SA	MF&SA	MF&SA	MF&SA	MF&SA					
3						Relationships Different types of relationships	Relationships Families & Special People	Relationships Cooperating with others	Relationships Communicating Safely	Relationships Cooperating with others
4						Healthy Life styles Keeping Safe	Healthy Life styles My Body	Healthy Life styles Keeping Safe	Healthy Life styles My Body	Healthy Life styles Keeping Safe
5						Relationships Families & Special People	Relationships Cooperating with others	Relationships Communicating Safely	Relationships Cooperating with others	Relationships Different types of relationships
6						Relationships Families & Special People	Relationships Cooperating with others	Relationships Communicating Safely	Relationships Cooperating with others	Relationships Different types of relationships
7	Relationships Families & Special People	Relationships Cooperating with others	Relationships Communicating Safely	Relationships Cooperating with others	Relationships Different types of relationships					

Summer 1	Developmentally ready EYFS & Key Stage One (L1)	Key Stage Two (L2, 3,4)	Key Stage Three (L5,6,7,8)	Key Stage Four (L9, 10)	Key Stage 5 (6L 1,2,3,4)					
1	Managing Feelings & Self-Awareness (Zones of Regulation)									
2										
3	MF&SA	Healthy Life styles My Changing Body	MF&SA	Healthy Life styles Keeping Safe	MF&SA	Healthy Life styles My Body	MF&SA	Healthy Life styles My Changing Body	MF&SA	Healthy Life styles My Changing Body
4										
Summer 2	Developmentally ready EYFS & Key Stage One (L1)	Key Stage Two (L2, 3,4)	Key Stage Three (L5,6,7,8)	Key Stage Four (L9, 10)	Key Stage 5 (6L 1,2,3,4)					
1	Managing Feelings & Self-Awareness (Zones of Regulation)									
2	MF&SA	Relationships Cooperating with others	MF&SA	Relationships Communicating Safely	MF&SA	Relationships Cooperating with others	MF&SA	Relationships Different types of relationships	MF&SA	Relationships Families & Special People
3		Healthy Life styles Keeping Safe		Healthy Life styles My Body		Healthy Life styles My Changing Body		Healthy Life styles Keeping Safe		Healthy Life styles My Body
4	MF&SA	Relationships Communicating Safely	MF&SA	Relationships Cooperating with others	MF&SA	Relationships Different types of relationships	MF&SA	Relationships Families & Special People	MF&SA	Relationships Cooperating with others
5										
6										
7										

26. Appendix 4 - Links to internal policies and documents

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

27. Appendix 5 - Links to External guidance

- [DfE Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Statutory Guidance July 2025](#)
- [DfE Keeping Children Safe in Education Sept 2025](#)
- [Children and Social Work Act 2017](#)
- [Education Act 1996](#)
- [Working Together to Safeguard Children 2023](#)
- [Birmingham Safeguarding Children Partnership](#)

- [Multi-agency statutory guidance on female genital mutilation](#)
- [Sex Education Forum](#)
- [PSHE Association](#)
- [SoSafe!](#)
- [NSPCC](#)