PSHE & RSHE Policy

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1. PSHE Introduction

At Calthorpe Academy, Personal, Social, Health and Economic Education (PSHE) is at the centre of our approach to personal development.

1.1. PSHE promotes the key themes of family, friendship and safety. Through these themes, learners develop the knowledge, understanding and skills they need to communicate their needs and preferences, develop positive relationships, stay safe and healthy, participate in their communities and achieve the greatest possible independence and quality of life.

1.2. PSHE provides the wider curriculum through which statutory Relationships Education, Relationships, Sex and Health Education (RSHE) and Health Education are delivered. As an all-through specialist SEND academy, we recognise that learners require different routes to access this entitlement.

1.3. Our PSHE and RSHE curriculum is therefore organised through a developmental model:

- **Stage 1: Engagement for Life** – PSHE and RSHE learning is embedded across relevant curriculum implementation plans and everyday learning experiences. Teaching develops prerequisite skills including communication, awareness of self and others, relationships, choice and preference, co-regulation, self-advocacy, personal care, health and wellbeing.
- **Stage 1: Foundations for Life** – PSHE and RSHE learning is embedded across relevant curriculum subjects and rationales, including My Care and Life Skills, My Self-Regulation, My Physical Wellbeing and Me and My Community. Teaching supports communication, regulation, body awareness, personal care, relationships, health, safety, independence and community participation.

  (Further information about the Stage 1 curriculum pathways can be found in Appendix 4: Overview Stage 1 Engagement for Life and Appendix 5: Overview Stage 1 Foundations for Life.)

- **Stage 2: Learning for Life** – learners access an explicit, progressively sequenced PSHE curriculum organised through
  - Managing Feelings and Self-Awareness,
  - Relationships
  - and Healthy Lifestyles**.**

Stage 2 may also be accessed by learners working beyond Stage 1 learning.

(An overview of the Stage 2 curriculum is provided in Appendix 6: Overview Stage 2 Learning for Life, with detailed curriculum mapping in Appendix 7)

- **Targeted PSHE and RSHE Intervention Curriculum** – additional personalised teaching is available to learners across all **pathways** where an identified relationship, health, safety, safeguarding or other PSHE/RSHE need requires additional teaching. This complements rather than replaces the learner's pathway curriculum.

1.4. Across all pathways, teaching is adapted to learners'

- age,
- developmental understanding
- communication profile
- sensory processing
- physical and sensory needs.

Learning is supported through personalised approaches, repetition, modelling, meaningful real-life experiences and opportunities to apply and generalise life skills across different environments, situations and with different people.

Learner voice is integral to our approach. We recognise that learners may communicate their views, choices, boundaries and experiences through speech, AAC, signs, symbols, eye-pointing, gesture, behaviour, engagement, preference and other individual communication methods.

Through our curriculum, school environment and ethos, we support learners to develop self-awareness, emotional and sensory regulation, autonomy, dignity and positive relationships, preparing them for meaningful participation in their community and adulthood.

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).
- Develop the communication and self-advocacy skills needed to express choices, preferences, boundaries, consent, discomfort and requests for help
- Recognise and communicate when they feel safe or unsafe and know how, and from whom, to seek support
- Develop awareness of their emotional, physical and sensory regulation needs and, where possible, develop strategies that support their wellbeing and participation
- Apply and generalise PSHE and RSHE knowledge and skills in different contexts and real life situations

3. Statutory Requirements

3.1. Personal, Social, Health and Economic Education (PSHE) is a non-statutory subject. However, there are aspects of Relationships Education, Relationships, Sex and Health Education (RSHE) and Health Education that we are required to teach.

3.2. As an all-through academy:

- **Primary-age learners** must receive Relationships Education and Health Education under section 34 of the Children and Social Work Act 2017, in line with the statutory guidance.

- **Secondary-age learners** must receive Relationships, Sex and Health Education under section 34 of the Children and Social Work Act 2017, in line with the statutory guidance.
- As an academy, we do not have to follow the National Curriculum but are expected to provide a curriculum similar in breadth, including relevant requirements for science. This includes elements relating to human development and reproduction within the science curriculum.

3.3. In teaching Relationships Education, RSHE and Health Education, Calthorpe Academy has regard to the current statutory guidance issued by the Secretary of State and the requirements of the Academy's funding agreement.

We also have regard to our legal duties under:

- sections **403 to 407 of the Education Act 1996**;
- Part 6, Chapter 1 of the **Equality Act 2010**; and
- The **Public Sector Equality Duty**, as set out in section 149 of the Equality Act 2010. This requires public bodies to have due regard to eliminating discrimination, advancing equality of opportunity and fostering good relations between different people when carrying out their activities.

3.4. SEND and developmental accessibility

As a specialist SEND academy, we recognise that Relationships Education, RSHE and Health Education are particularly important in supporting our learners to develop the knowledge and skills needed to understand relationships, health and wellbeing and to keep themselves safe.

Our teaching is age-appropriate, developmentally appropriate, accessible and delivered with reference to the law. Teaching and curriculum materials are adapted to meet the needs of learners with SEND.

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
- Interests and understanding

These factors inform learners' starting points, prerequisite learning, sequencing, communication approaches, teaching methods, pace, level of abstraction, repetition and opportunities to apply and generalise learning.

They inform how learning is made meaningful and accessible and do not, in themselves, remove a learner's entitlement to statutory Relationships Education, RSHE or Health Education.

4. Role and Responsibilities

4.1. The PSHE Lead:

The PSHE Lead is responsible for:

- Leading the development and annual review of the PSHE and RSHE Policy and curriculum.
- Maintaining an overview of PSHE and RSHE provision across Stage 1 Engagement for Life, Stage 1 Foundations for Life, Stage 2 Learning for Life and the Targeted PSHE and RSHE Intervention Curriculum.
- Mapping the curriculum against current statutory Relationships Education, RSHE and Health Education requirements.
- Supporting the development of accessible, age-appropriate and developmentally appropriate teaching across pathways.
- Reviewing the suitability, accuracy and accessibility of PSHE and RSHE teaching resources.
- Supporting staff with the knowledge, confidence, teaching approaches and resources needed to deliver PSHE and RSHE effectively.
- Supporting staff to identify appropriate prerequisite learning and targeted teaching where learners require additional PSHE or RSHE support.
- Coordinating targeted PSHE and RSHE intervention with relevant staff, safeguarding colleagues, parents/carers and other professionals where appropriate.
- Maintaining appropriate assessment and monitoring systems and evaluating the impact of the curriculum.
- Monitoring whether learners are applying and generalising PSHE and RSHE knowledge and skills across different people, environments and situations.
- Keeping informed about developments in statutory guidance and relevant PSHE and RSHE practice.

4.2. The head teacher

The Head teacher is responsible for:

- Supporting consistent implementation of PSHE and RSHE across the Academy.
- Supporting the PSHE Lead to maintain a curriculum that meets statutory requirements and reflects the needs of learners across all pathways.
- Supporting appropriate access to curriculum resources and materials for parents and carers.
- Managing requests for withdrawal from the non-statutory/non-science components of sex education in accordance with this policy.
- Supporting appropriate staff training and professional development for the delivery of PSHE and RSHE.

4.3. The board of Trustees have the following responsibilities:

- Approve the PSHE and RSHE Policy and hold the Head teacher to account for its implementation.
- Monitor that PSHE and RSHE provision reflects current statutory guidance and relevant legal duties.
- Monitor that teaching is accessible to learners with SEND and supports learners to make progress towards appropriate educational outcomes.
- Monitor that curriculum content and teaching materials are aligned with statutory guidance.
- Monitor that parents and carers are provided with clear information about the PSHE and RSHE curriculum, teaching materials, use of external organisations and their rights in relation to withdrawal from sex education.

4.4. Teachers have the following responsibilities:

Staff are responsible for:

- Delivering PSHE and RSHE in accordance with this policy and the curriculum appropriate to the learner's pathway.
- Delivering learning sensitively and in ways appropriate to learners' age, developmental stage, communication profile and individual needs.
- Making reasonable adjustments and using appropriate communication approaches so that learners with SEND can access teaching.
- Recognising and responding to learner voice expressed through speech, AAC, signs, symbols, eye pointing, gesture, choice,

behaviour, engagement and other established forms of communication.
- Modelling respectful attitudes and relationships.
- Avoiding language or teaching approaches that reinforce harmful stereotypes and appropriately challenging prejudicial or discriminatory ideas.
- Responding to the needs of individual learners while maintaining their entitlement to statutory learning.
- Assessing and monitoring learners' progress using methods appropriate to their pathway and communication profile.
- Providing opportunities for learners to apply and generalise their learning in meaningful, real-life contexts.
- Reporting safeguarding concerns or disclosures arising through PSHE or RSHE teaching in accordance with the Academy's safeguarding procedures.
- Raising any concerns about teaching particular curriculum content with the PSHE Lead or Head teacher.
- Staff do not have the right to opt out of teaching statutory RSHE

4.5. Learners

Learners will be supported to:

- Participate in PSHE and RSHE in ways that are meaningful and accessible to them.
- Communicate their views, choices, preferences and questions using their established communication methods.
- Develop respect for themselves and others.
- Develop their understanding of **family, friendship and safety**.
- Develop and communicate personal boundaries, choices and requests for help.
- Apply their learning within school and, where appropriate, across home, community and wider-life contexts.

5. Working with Parents/Carers

5.1. Calthorpe Academy recognises parents and carers as key partners in supporting learners' personal, social, health and relationships education. Families bring important knowledge about their child's communication, health, relationships, experiences, development and support needs. We work collaboratively with families so that learning can be meaningful, personalised and, where appropriate, reinforced and generalised between school, home and the wider community.

Our approach forms part of the Academy's wider parental engagement and co-production process, which includes:

- gathering parent and learner voice,
- agreeing home-school priorities and strategies,
- setting personalised targets,
- reviewing EHCP and curriculum progress,
- Identifying barriers and agreeing collaborative next steps.

Preparation for Adulthood is also embedded within this process.

5.2. Parent/carer information and workshops

The Academy provides parent/carer workshops and support opportunities to develop families' knowledge, confidence and practical strategies around areas of PSHE, RSHE, health, wellbeing and safeguarding.

These may include:

- puberty and physical and emotional changes;
- menstruation and menstrual care;
- mental health and emotional wellbeing;
- public and private places, behaviour and body parts;
- body awareness, appropriate and inappropriate touch and personal boundaries;
- supporting private behaviours, including masturbation, in a safe, respectful and developmentally appropriate way;
- online safety, including parental controls and monitoring, screen time, cyberbullying and emerging online safeguarding risks; and
- other areas identified through learner need, parent/carer feedback, safeguarding information or changes affecting learners and families.

The Academy's published parental-engagement approach confirms that workshops and family-support opportunities form part of its work with families and are intended to promote consistency between home and school.

5.3. Personalised PSHE and RSHE support

- Where an individual learner requires additional teaching through the Targeted PSHE and RSHE Intervention Curriculum**,** we work with parents and carers to understand the issue in the context of the learner's everyday life and identify consistent approaches across home and school.
- Personalised support may address areas such as relationships, puberty, personal care, privacy, boundaries, consent, online safety, emotional wellbeing or other identified PSHE/RSHE needs. The Intervention Curriculum is available across curriculum pathways and complements the learner's pathway provision.
- Where appropriate, planning takes account of the learner's communication profile, sensory and regulation needs, family

circumstances, learner voice and relevant professional advice. The focus is on developing skills that can be applied and generalised within the learner's real-life contexts.

5.4. Wider family and pastoral support

- PSHE and RSHE needs do not always sit solely within the curriculum. Where wider issues are affecting a learner or family, the Academy may provide or coordinate additional pastoral, safeguarding, family or mental health support as appropriate.
- The Academy's Specialised Safeguarding/Pastoral Team provides family support, Early Help coordination, parental engagement, safeguarding support and learner voice support. The Academy also identifies Malachi mental health support, parental workshops, Early Help and Safe and Well Checks within its published support mechanisms.
- Where appropriate, PSHE and RSHE support can therefore form part of a wider coordinated response rather than being considered as an isolated curriculum intervention.

5.5. Curriculum transparency and consultation

- Calthorpe Academy works in partnership with parents and carers and provides clear information about the PSHE and RSHE curriculum, including how learning is adapted across curriculum pathways.
- Parents and carers may request to view RSHE curriculum materials. Access to copyrighted materials will be provided in accordance with relevant copyright requirements.
- Parents and carers are consulted as part of curriculum and policy review; however, consultation does not provide a right to veto statutory curriculum content. Parents and carers cannot withdraw their child from statutory Relationships Education or Health Education. Arrangements for withdrawal from relevant sex education content are set out later in this policy.

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. Details of what we teach, how learning is delivered and how the curriculum is adapted across pathways are set out within this policy and the Academy's associated PSHE and RSHE curriculum documents.

6.3. Our PSHE curriculum is research-informed and tailored to the needs of our learners. Learning is broken down into progressive prerequisite skills across our developmental PSHE offer, with additional personalised teaching available through the Targeted PSHE and RSHE Intervention Curriculum across all pathways. (appendix 1)

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- where PSHE and RSHE learning is embedded across relevant curriculum subjects and functional learning.
- Engagement for Life Pathway- PSHE and RSHE learning is embedded across the pathway curriculum and meaningful everyday experiences.

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**
   -My wellbeing Passport- supports learner voice and co-production by capturing learners' preferences, communication, regulation needs and the support that helps them engage and learn.

   -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.

(Appendix 7: Curriculum Mapping Stage 2 of PSHE Curriculum)

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.

(See Appendix 2 for curriculum content and Appendix 3 for the referral process).

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

- Personal development, pastoral and safeguarding support.
- 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.
- Appropriately quality-assured external professionals, organisations and workshops where these contribute to identified curriculum outcomes.

Learning is reinforced through meaningful real-life opportunities so that learners can apply and generalise PSHE and RSHE knowledge and skills across different people, environments and situations.

8. Teaching and Learning:

8.1. During timetabled PSHE time, an emphasis is placed on active learning through personalised teaching strategies matched to individual learners' needs.

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, Behaviour Lead and Pastoral Lead meet half-termly to review the impact of safeguarding within the curriculum and identify emerging themes or additional curriculum needs.

10.4. 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.

10.5. 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.

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

10.7. 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, Sex and Health Education (RSHE) is an important part of the curriculum at Calthorpe Academy. It supports learners to develop the knowledge and skills needed to form safe and respectful relationships, understand and care for their bodies, communicate choices and boundaries, recognise unsafe situations and seek help.

The DfE statutory Relationships Education, Relationships and Sex Education and Health Education guidance recognises the particular importance of these subjects for learners with SEND:

'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. Our RSHE provision promotes the key themes of family, friendship and safety and progressively develops learners' communication, self-awareness, relationships, health, wellbeing and personal 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 a specialist SEND academy, sex education is delivered to secondary and Post-16 learners through developmentally appropriate individual or group teaching, according to learners' identified needs and understanding. Teaching is planned in consultation with the PSHE Lead, Senior Leadership Team and parents/carers, as appropriate, and in line with the current DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance.

2.7. In line with statutory guidance, teaching is tailored to meet the needs of learners with SEND at different developmental stages and is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. Teaching may be broken down into prerequisite skills and revisited through personalised communication, repetition and application in different contexts.

2.8. Relevant biological aspects of RSHE are taught through the Science curriculum, alongside learning delivered through PSHE and RSHE.

2.9. Relationships and Sex Education is delivered through an age-appropriate and developmental approach, building on prior and prerequisite learning so that concepts can be revisited and explored in greater depth as learners' understanding develops.

3. Statement of intent

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

- Promote the key themes of family, friendship and safety.
- Promote safe, positive and respectful relationships.
- Develop learners' body awareness, personal health and hygiene, preparing them appropriately for puberty and sexual development.
- Provide a safe framework for sensitive discussions.
- Develop self-respect, confidence, empathy and autonomy, supporting learners to make and communicate choices.
- Develop understanding of consent, personal boundaries and respecting yes, no and stop.
- Support learners to recognise concerns, seek help and identify trusted adults.
- Teach appropriate vocabulary to describe bodies, feelings and relationships.
- Develop understanding of physical and mental wellbeing and how to access support.
- Develop the knowledge and skills needed to stay safe online and respond to online risks.
- Support learners to access their rights under the United Nations Convention on the Rights of the Child (UNCRC).

3.2. Statutory requirements

3.2.1. Relationships Education is compulsory for all primary-age pupils, and Relationships and Sex Education is compulsory for all secondary-age pupils under section 34 of the Children and Social Work Act 2017. As an all-through academy, Calthorpe Academy provides statutory Relationships Education, Relationships and Sex Education and Health Education in accordance with current statutory guidance.

3.2.2. As an academy, Calthorpe Academy is not required to follow the National Curriculum but provides a broad curriculum, including relevant biological aspects of relationships, health and human development through the Science curriculum.

3.2.3. As a specialist SEND academy, teaching is tailored to learners' individual needs and developmental stages. In line with statutory guidance, teaching is sensitive, age-appropriate, developmentally appropriate, accessible and delivered with reference to the law. Learning may be broken down into prerequisite skills and revisited through personalised communication, repetition and application in meaningful contexts. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

3.2.4. In teaching RSHE, the Academy has regard to statutory guidance issued by the Secretary of State and the requirements of its funding agreement.

3.2.5. Calthorpe Academy recognises that learners with SEND are entitled to access Relationships Education, RSHE and Health Education. Learners may require additional teaching and support to understand the physical and emotional aspects of growing up, relationships, boundaries, consent, appropriate and inappropriate behaviour, and how to recognise concerns and seek help.

3.2.6. The Academy also has regard to its legal duties under:

- sections 403–407 of the Education Act 1996;
- Part 6, Chapter 1 of the Equality Act 2010; and
- The Public Sector Equality Duty under section 149 of the Equality Act 2010.

3.2.7. In meeting the Public Sector Equality Duty, the Academy has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people.

3.2.8. Calthorpe Academy teaches RSHE through the developmental and personalised approach set out within this policy.

4. Policy development

4.1. This policy has been developed in consultation with staff, parents and stakeholders. The consultation and policy development process involved the following steps:

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. **Learner consultation** – learner views are gathered through appropriate and accessible methods, including learner voice, AAC, observation, choices and preferences.
4. **Parental/Stakeholder consultation** - parents/stakeholders were invited to feedback on the policy during the consultation period.
5. **Ratification** - once amendments were made, the policy was shared with the Board of Trustees and ratified.

5. Defining Relationship and Sex Education

5.1. Relationships Education supports learners to understand families, friendships, respectful relationships, personal boundaries, consent, online relationships and how to keep themselves safe.

5.2. Relationships and Sex Education (RSE) builds on Relationships Education and supports learners to develop the knowledge and skills needed to form safe, positive and respectful relationships, understand growing and changing, consent, intimacy and sexual health, recognise risk and know how and where to seek support. This reflects the current statutory guidance, which describes RSHE as supporting pupils to make informed and ethical decisions about their wellbeing, health and relationships and preparing them for the opportunities and responsibilities of adult life.

5.3. Teaching is sensitive, age-appropriate, developmentally appropriate and accessible. Learning is adapted to learners' individual needs and may be broken down into prerequisite skills, revisited and applied in meaningful contexts.

5.4. In line with current Ofsted expectations, our provision supports learners to develop an appropriate understanding of equality, respect and difference, including protected characteristics, through teaching appropriate to their age and developmental understanding.

5.5. Relevant biological aspects of human development and reproduction are also taught through the Science curriculum. Arrangements for withdrawal from relevant sex education content are set out later in this policy.

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

6. Curriculum

6.1. Our curriculum is set out in our pathway 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.

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

7. Delivery of RSHE

7.1. 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.

7.2. Safeguarding education is embedded within RSHE. This includes teaching learners to recognise safe and unsafe situations, understand personal boundaries, identify trusted adults and communicate concerns using their individual communication methods. The Academy uses appropriate NSPCC resources, including Safe Circle approaches, alongside its wider safeguarding curriculum.

7.3. Secondary and 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.

7.4. Across all Key Stages, the key principals of family, friendship and safety will be promoted and developed at an appropriate level according to individual need and developmental stage.

7.5. Across all key stages and pathways, the principles of family, friendship and safety are taught at a level appropriate to learners' age, individual needs and developmental understanding.

7.6. Curriculum pathway documentation identifies how RSHE is made accessible through progressive prerequisite skills for learners with PMLD,

SLD and autism. Teaching may use personalised communication, repetition, practical application and opportunities to generalise learning across different contexts.

7.7. Relationships Education will focus on teaching the prerequisite skills, fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

7.8. Relationships and Sex Education will focus on giving young people the prerequisite skills, principals and information to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

7.9. Relationships are taught within the context of diverse family life and caring relationships. Teaching reflects sensitively that families and support networks may take different forms and promotes respect, equality and understanding of difference. Current Ofsted guidance expects schools to have regard to statutory RSHE guidance and teach protected characteristics in an age-appropriate way.

7.10. Teaching about relationships, sex, health and safety is delivered with reference to relevant law. Content is adapted so that legal concepts are accessible and meaningful to learners.

7.11. Online safety is embedded throughout RSHE at a level appropriate to learners' developmental understanding. Teaching supports learners to protect personal information, understand digital boundaries and consent, recognise harmful or unsafe online interactions and know how to report concerns or seek help. The current statutory guidance includes online relationships and online/media within Relationships Education and RSE

8. Inclusivity

8.1. We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to the content.
- Is sensitive to learners' individual experiences, needs and circumstances.
- Promotes equality, respect and understanding of difference, including protected characteristics.
- Reflects the diversity of families, relationships and communities.
- Challenges discrimination, prejudice and harmful stereotypes appropriately.
- Supports learners to feel:
  - safe and supported;
  - respected and included; and
  - able to engage with and understand the key messages.

8.2. We will also:

Make sure learners access teaching in an environment and format appropriate to their needs, including:

- whole-class teaching;
- small-group or targeted sessions;
- individual teaching and discussion; and
- appropriate digital formats.

Teaching and resources will be adapted to learners' age, developmental stage, communication profile and individual needs, with careful consideration given to the level of differentiation and support required.

9. Use of resources

Resources used to support PSHE and RSHE will be reviewed to consider whether they:

- Align with the statutory RSHE guidance and planned curriculum.
- Are age-appropriate, developmentally appropriate and accessible to learners with SEND.
- Meet learners' communication, sensory and individual needs.
- Support learners to apply and generalise learning across different contexts.
- Are accurate, evidence-informed and from credible sources.

- Support effective teaching approaches.
- Reflect diversity and promote equality and respect.
- Are sensitive to learners' experiences and avoid unnecessary distress.

10. The Use of External organisations and Materials

10.1. Calthorpe Academy remains responsible for the content delivered by external organisations. External providers and materials must support the intended curriculum outcomes and comply with this policy, safeguarding requirements, equality duties and the Academy's duty to maintain political impartiality.

10.2. Before engaging an external organisation, the Academy will:

- Check the organisation, named individuals and their suitability to work with learners.
- Review proposed lesson plans, resources and materials in advance.
- Check that content is age-appropriate, developmentally appropriate, accessible for learners with SEND and aligned with the planned RSHE curriculum.
- Consider communication, sensory and individual adaptations required for learners.
- Check that content is accurate, balanced and consistent with the Academy's values, equality duties and statutory guidance.
- Check references, available feedback and relevant publicly available information where appropriate.
- Agree how safeguarding concerns or disclosures arising during a session will be managed.
- Agree arrangements relating to confidentiality, photographs and personal information.
- Make relevant materials available for parents/carers to view on request, subject to copyright requirements.

10.3. A member of Academy staff will remain present during sessions delivered by external organisations. Staff may challenge inappropriate content or stop a session where it does not meet the agreed curriculum, safeguarding or learner needs.

10.4. External organisations must not undermine fundamental British values or promote extreme political positions. Where political or controversial issues arise, teaching will be balanced and delivered in accordance with the Academy's legal duties, including sections 406 and 407 of the Education Act 1996.

10.5. The Academy will only work with external organisations where it is satisfied that the provider, content, resources and approach are appropriate for our learners and consistent with the aims of this policy.

11. Intimate Behaviour

11.1. 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.

11.2. The Academy is a public place. Learners are supported to understand appropriate public and private behaviour, body privacy, personal boundaries, consent and where to seek help.

11.3. Where learners require additional support, targeted and personalised teaching may be provided through the PSHE and RSHE Intervention Curriculum. Class teachers, the PSHE Lead, relevant SLT, PBS and Pastoral staff will work collaboratively, as appropriate, to identify and review support. The intervention process is outlined in Appendix 2.

11.4. Parents/carers will be informed and involved where personalised support is planned, particularly where consistency between home and school will support the learner. Where teaching includes sex education from which a parent/carer has a statutory right to request withdrawal, the withdrawal arrangements set out in this policy will apply. Statutory Relationships Education and Health Education are not subject to parental withdrawal

12. Dealing with Difficult Questions

12.1. It is acknowledged that occasionally an individual pupil may ask an explicit or difficult question in the classroom.

12.2. Staff will respond factually, sensitively and appropriately, taking account of the learner's age, developmental stage, communication needs and individual circumstances. Where a question cannot appropriately be addressed within the lesson, it may be followed up individually with advice from the PSHE Lead, SLT or DSL as appropriate.

12.3. Staff will use professional judgement when responding to questions and will not provide information beyond what is appropriate to the learner's needs and understanding.

12.4. Where a question or discussion raises a safeguarding concern or disclosure, staff will follow the Academy's safeguarding procedures.

12.5. Learners will be supported to access safe, accurate and appropriate information, reducing the likelihood of seeking answers from unreliable or potentially harmful sources.

13. Female Genital Mutilation (FGM)

13.1. Female Genital Mutilation (FGM) is illegal in England and Wales and is a form of child abuse. FGM includes procedures involving partial or total removal of the external female genitalia for non-medical reasons.

13.2. Where developmentally appropriate, learners are taught about FGM within the wider RSHE safeguarding curriculum, including body autonomy, personal safety, harmful practices, rights and how to seek help.

13.3. Any concern that a learner may be at risk of, or may have experienced, FGM will be managed in accordance with the Academy's Safeguarding and Child Protection Policy and statutory safeguarding procedures.

13.4. Teachers have a statutory personal duty under section 5B of the Female Genital Mutilation Act 2003 to report directly to the police a known case of FGM involving a person under 18 identified during their professional work. This includes where the learner discloses that FGM has been carried out or where the teacher observes physical signs that appear to show FGM has occurred.

13.5. The mandatory reporting duty forms part of, and does not replace, the Academy's wider safeguarding responsibilities. Staff will also follow the Academy's safeguarding procedures and involve the Designated Safeguarding Lead as appropriate.

14. Parent/Carer Partnership

14.1. Parents and carers do not have the right to withdraw their children from Relationships or Health Education.

14.2. 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.

14.3. 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.

14.4. 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.

14.5. Parents can view the materials used in school and discuss the content of the RSHE programme with school staff or the PSHE Lead. 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.

15. Training

15.1. RSHE forms part of the Academy's continuing professional development programme. Staff receive training and support to deliver RSHE safely, sensitively and accessibly, including SEND adaptations, safeguarding and current statutory requirements.

15.2. Where appropriate, health, safeguarding and other specialist professionals contribute to staff training and curriculum development.

16. Roles and responsibilities

16.1. The Board of Trustees:

The Board of Trustees will:

- Approve the RSHE policy and hold the Head teacher to account for its implementation.
- Monitor that RSHE meets statutory requirements and is accessible to learners with SEND.
- Monitor that parents/carers receive clear information about the curriculum and their rights.

16.2. The head teacher:

The Head teacher is responsible for:

- Supporting consistent implementation of RSHE across the Academy.
- Supporting appropriate staff training and curriculum development.
- Managing parental requests for withdrawal from relevant sex education content in accordance with this policy.

16.3. Staff:

Staff are responsible for:

- Delivering RSHE sensitively, accurately and in accordance with this policy.

- Adapting teaching to learners' age, developmental stage, communication and individual needs.
- Modelling positive and respectful attitudes to relationships, equality and difference.
- Monitoring and assessing learner progress.
- Recognising and responding to learner voice, choices and boundaries.
- Reporting safeguarding concerns or disclosures in line with Academy procedures.
- Supporting agreed withdrawal arrangements where applicable.

Staff do not have the right to opt out of teaching statutory RSHE. Any concerns about teaching particular content should be discussed with the PSHE Lead or Head teacher.

16.4. **Learners**

Learners will be supported to:

- Access and participate in RSHE in ways appropriate to their individual needs and communication.
- Communicate their views, choices, preferences and boundaries.
- Develop understanding of family, friendship and safety.
- Treat others with respect and sensitivity, at a level appropriate to their developmental understanding.

17. Monitoring arrangements

17.1. 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.

17.2. Learner RSHE progress will be monitored through the Academy's relevant pathway assessment systems, considering individual starting points, communication, increasing independence and the application and generalisation of learning.

17.3. The Head teacher and PSHE Lead will provide strategic direction and support staff with current curriculum developments, resources and teaching approaches.

17.4. The Academy's Personal Development, Safeguarding and Wellbeing Meeting provides strategic and operational oversight of emerging needs, safeguarding themes, wellbeing concerns, behaviour trends and targeted intervention provision. The meeting is attended by the

Lead DSL, Personal Development and Wellbeing Lead and Behaviour Lead, with additional staff invited where appropriate.

17.5. Targeted PSHE and RSHE interventions will be monitored and reviewed through this process. The impact of interventions, safeguarding outcomes, learner progress, parent/carer feedback and evidence of generalisation will be evaluated to determine next steps and any further support required.

17.6. Where concerns remain or additional support is identified, referrals may be made to appropriate external services and professionals in line with the learner's needs and safeguarding procedures.

17.7. All staff are responsible for identifying strengths, areas for development and emerging needs within RSHE provision and contributing to ongoing curriculum improvement.

17.8. This policy will be reviewed annually, or sooner following changes to statutory requirements or guidance, and approved by the Board of Trustees.

18. Confidentiality and Safeguarding

18.1. RSHE does not encourage personal disclosure; however, learners may share personal information or concerns during teaching. Staff cannot promise confidentiality and will explain this in a way appropriate to the learner's communication and understanding.

18.2. Effective RSHE may help learners recognise behaviour that is unsafe, inappropriate or abusive and may therefore lead to a safeguarding disclosure.

18.3. Any safeguarding concern or disclosure arising through RSHE will be responded to in accordance with the Academy's Safeguarding and Child Protection Policy and reported to the Designated Safeguarding Lead (DSL).

18.4. Where information relating to sexual activity is disclosed, staff will follow safeguarding procedures and consider the learner's age, developmental understanding, capacity, consent, vulnerability and any indicators of coercion, exploitation or abuse.

18.5. Staff will recognise that learners may disclose concerns through speech, AAC, signs, symbols, behaviour, changes in presentation or other established communication methods.

18.6. Staff should refer to Calthorpe Academy's Safeguarding and Child Protection Policy for detailed safeguarding procedures.

19. Faith, Culture and Ethnicity

19.1. RSHE is delivered sensitively and respectfully, taking account of learners' faith, culture, ethnicity, family circumstances and individual needs. Teaching promotes equality, respect and understanding of difference while ensuring learners have access to their statutory curriculum entitlement.

19.2. Parents/carers and learners are encouraged to raise any questions or concerns about RSHE, which will be considered sensitively and in accordance with this policy and statutory requirements.

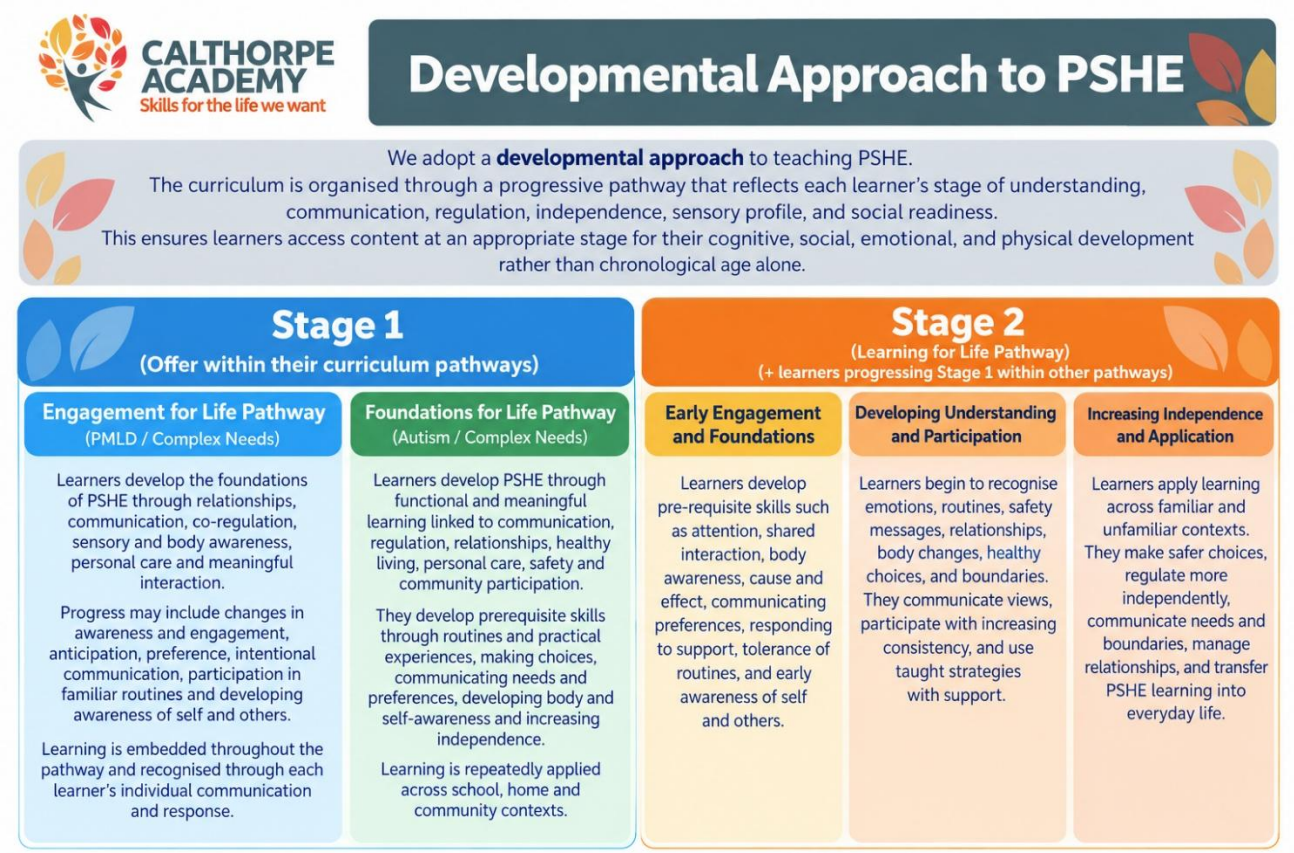
20. Equal Opportunities

20.1. All learners will have equal access to Relationships Education and RSHE. Teaching will promote equality, respect and understanding of difference and will have regard to the protected characteristics set out in the Equality Act 2010. The current Ofsted guidance expects schools to teach protected characteristics in an age-appropriate way and support pupils to understand equality, respect and difference.

20.2. Teaching will be adapted to learners' age, developmental stage, communication and individual needs so that RSHE is accessible to learners with SEND.

20.3. The Academy will promote self-respect, dignity and respect for others and will challenge discrimination, prejudice and harmful stereotypes appropriately.

21. Appendix 1: Developmental approach to PSHE



22. 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, Autism, and PMLD.

Interventions are co-produced by the PSHE Lead, Class Teacher, Safeguarding Team, Positive Behaviour Support Team, parents/carers and, where appropriate, learners, to support consistency, relevance and responsiveness to need. Evidence-based resources, including SoSAFE!, NSPCC programmes (PANTS, Talk Relationships and Speak Out Stay Safe) and Zones of Regulation, support teaching around relationships, consent, privacy, personal safety, emotional regulation and help-seeking.

The curriculum supports learners to:

- Build and sustain safe, respectful and healthy relationships.
- Understand consent, personal boundaries and body autonomy.

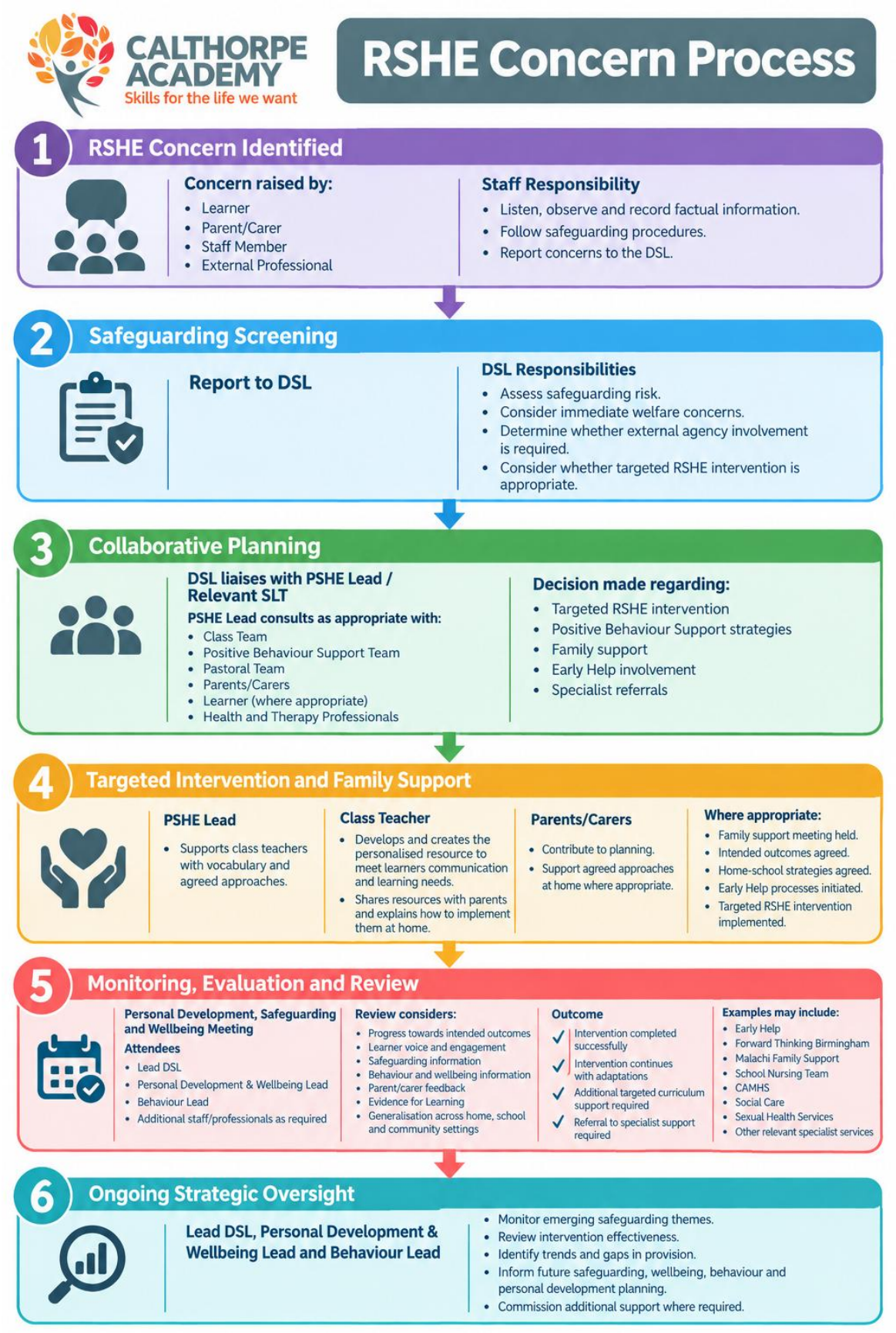
- Recognise, respond to and report unsafe, harmful or concerning situations, including online.
- Develop awareness of online safety, digital relationships and emerging online risks.
- Understand and manage physical, emotional and social changes with increasing confidence and independence.
- Respect diversity, equality and difference within relationships and society.
- Access appropriate support and identify trusted adults when needed.

Our approach prioritises protection, empowerment, self-advocacy and independence, enabling learners to develop the knowledge, skills and confidence needed to stay safe, maintain their wellbeing and participate meaningfully in their school and wider community.

Developmental Stage	Areas of the RSHE Intervention Curriculum
All age groups (where developmentally appropriate)	**Online & Social Media Safety** • Accessing inappropriate or harmful content • Safe communication and recognising online manipulation or grooming • Understanding cyberbullying, blackmail, and managing digital reputation • Recognising misinformation, scams and harmful online influence • Understanding AI-generated or manipulated content, including deepfakes • Understanding that AI chatbots can appear personal or caring but are not human relationships and may provide inaccurate or harmful information • Recognising sextortion/online blackmail and knowing how to report concerns and seek help **Menstruation and Menstrual Wellbeing** • Understanding bodily changes, menstrual health, and hygiene routines **Privacy, Touch and Body Awareness** • Recognising public and private body parts and behaviours • Understanding appropriate and inappropriate touch • Understanding masturbation in the context of privacy and self-management • Developing body autonomy, personal boundaries and appropriate help-seeking **Exposing of Private Body Parts / Public vs. Private Behaviour** • Understanding privacy, consent, and social appropriateness • Respecting other people's privacy and communicating when boundaries are not respected **Prejudice, Discrimination and Managing Pressure** • Recognising bullying, prejudice, discrimination and peer pressure • Understanding harmful stereotypes, sexism and misogyny at an appropriate developmental level • Recognising harmful influence from peers, groups and online content • Developing strategies to refuse pressure, report concerns and seek support
Secondary Aged+	**Romantic Feelings and Attraction** • Recognising emotional and physical attraction, boundaries, and respect in relationships • Understanding the difference between friendship and romantic relationships **Puberty and Physical Development** • Understanding bodily changes, hormones, and self-care routines • Understanding emotional changes and knowing where to access reliable advice and support **Consent and Personal Safety** • Understanding what consent is and isn't; capacity to consent, verbal and non-verbal cues, and how to withdraw consent

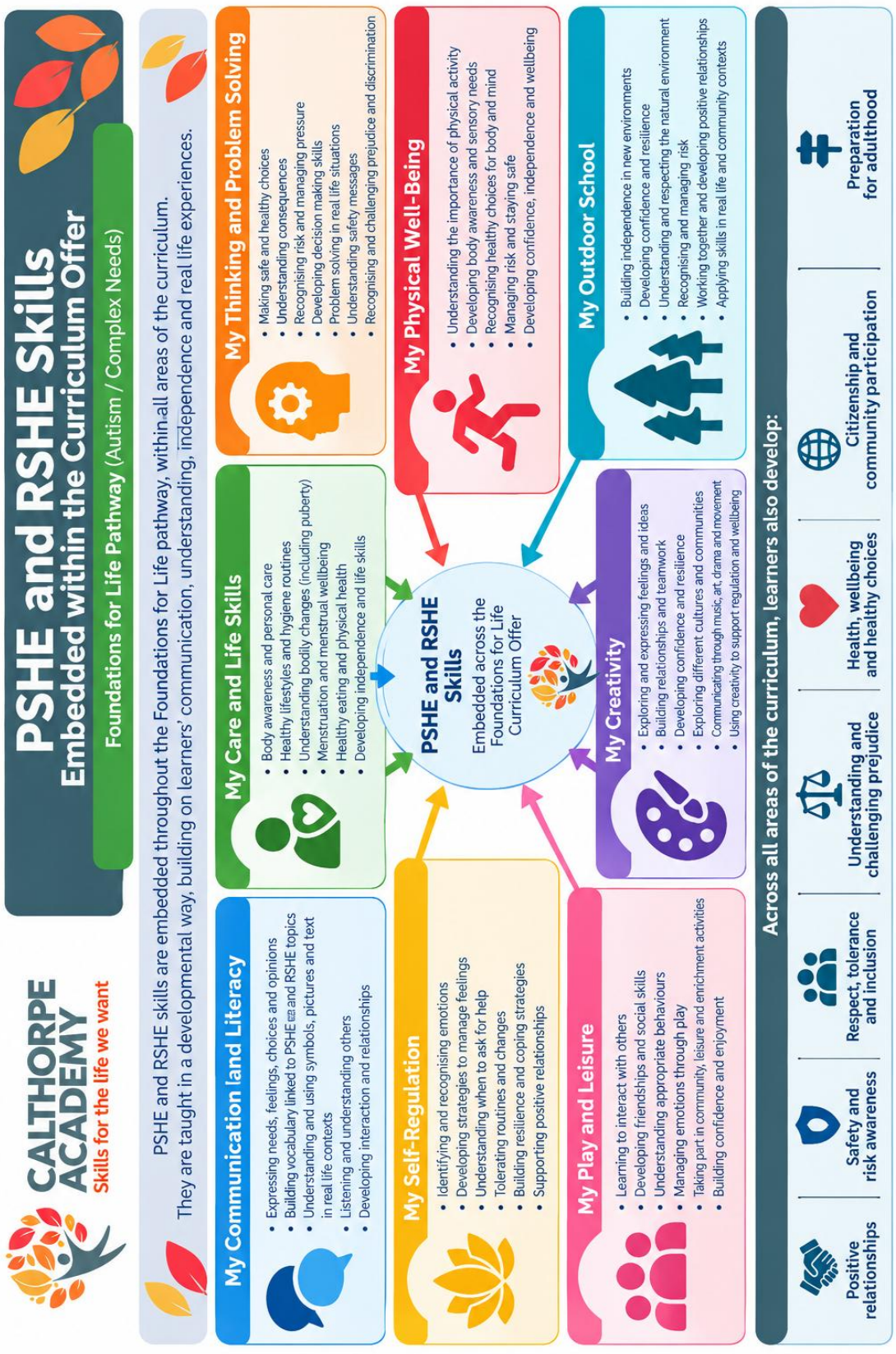
	• Recognising how pressure, control, vulnerability and differences in power can affect consent and relationships **Healthy and Intimate Relationships** • Exploring healthy vs. unhealthy relationships, communication, trust, and mutual respect • Recognising controlling, coercive or exploitative behaviour and knowing how to seek help **Online Sexual Harms and Exploitation** • 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. • Understanding sextortion, including threats or demands involving private images or money • Recognising risks associated with AI-generated sexualised content • Knowing how to seek support and stay safe online **Sexual Health and Access to Services** • Developing awareness of contraception, infection prevention, and how to access sexual health advice safely and appropriately **Sexual Violence, Coercion and the Law** • Recognising coercion, abuse, harassment, and understanding the legal framework around consent and sexual behaviour • Recognising sexual harassment, including unwanted sexualised comments, gestures or behaviour • Understanding how to respond to or report harmful behaviour, including when witnessing harm **Gender Identity, Sexuality and Diversity** • Understanding and respecting diverse identities, orientation, and inclusion in relationships and society • Recognising and challenging harmful gender stereotypes, sexism, misogyny and discriminatory attitudes **Pornography and Sexualised Online Content** • Recognising that pornography and sexualised online content may not reflect healthy, respectful relationships • Understanding that online sexualised content may present unrealistic expectations about bodies, relationships and consent • Knowing what to do and where to seek help following unwanted exposure **Healthy Lifestyles, Vaping and Nicotine** • Recognising smoking, vaping and other nicotine products • Understanding that nicotine is addictive and may harm health • Recognising that some vaping products may contain harmful or illegal substances • Developing strategies to resist pressure and seek support

23. Appendix 3: RSHE Concern process:

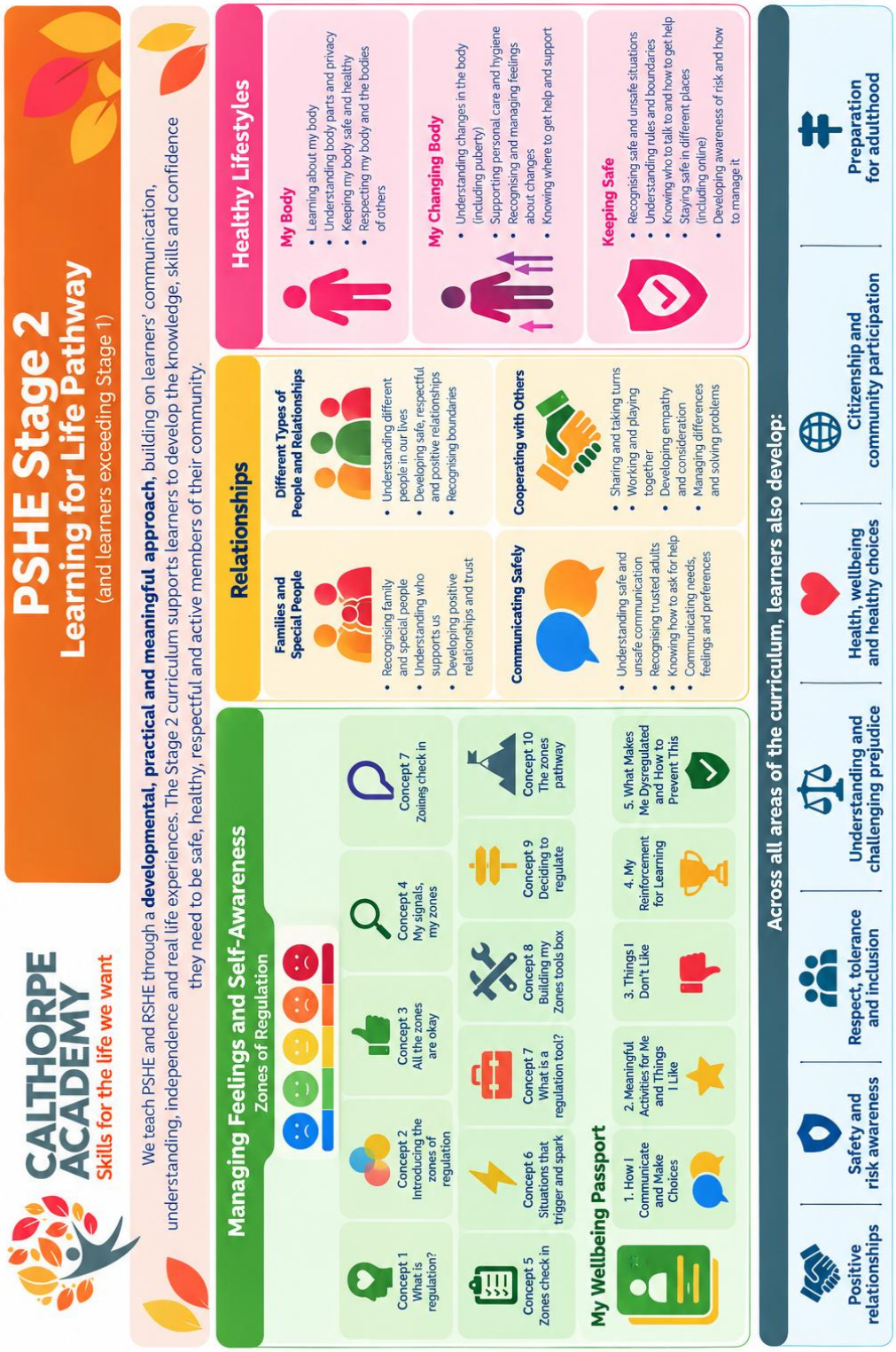


24. Appendix 4: Overview Stage 1 of PSHE Curriculum Engagement for Life

25. Appendix 5: Overview Stage 1 of PSHE Curriculum Foundations for Life



26. Appendix 6: Overview Stage 2 of PSHE Curriculum Learning for Life (+learners progressing beyond Stage 1)



27. Appendix 7: Curriculum Mapping Stage 2 of PSHE Curriculum

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 & My Wellbeing Passport)									
3	MF&SA	**Relationships** Families & Special People	MF&SA	**Relationships** Cooperating with others	MF&SA	**Relationships** Communicating Safely	MF&SA	**Relationships** Cooperating with others	MF&SA	**Relationships** Different types of relationships
4										
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										
7		**Relationships** Cooperating with others		**Relationships** Communicating Safely		**Relationships** Cooperating with others		**Relationships** Different types of relationships		**Relationships** Families & Special People
8										
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 & My Wellbeing Passport)									
2	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** Keeping Safe	MF&SA	**Healthy Life styles** My Body
3										
4		**Relationships** Communicating Safely		**Relationships** Cooperating with others		**Relationships** Different types of relationships		**Relationships** Families & Special People		**Relationships** Cooperating with others
5										
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										

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 & My Wellbeing Passport)									
2										
3	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	MF&SA	**Relationships** Communicating Safely
4										
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										
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 & My Wellbeing Passport)									
2	MF&SA	**Relationships** Different types of relationships	MF&SA	**Relationships** Families & Special People	MF&SA	**Relationships** Cooperating with others	MF&SA	**Relationships** Communicating Safely	MF&SA	**Relationships** Cooperating with others
3										
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										
6		**Relationships** Families & Special People		**Relationships** Cooperating with others		**Relationships** Communicating Safely		**Relationships** Cooperating with others		**Relationships** Different types of relationships
7										

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28. Appendix 8 - 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

29. Appendix 9 - Links to External guidance

The following legislation, statutory guidance and supporting resources have informed the development of this policy and curriculum:

Statutory Guidance and Legislation

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE, effective from 1 September 2026)
- Keeping Children Safe in Education

- Children and Social Work Act 2017
- Education Act 1996
- Equality Act 2010
- Working Together to Safeguard Children
- Multi-agency Statutory Guidance on Female Genital Mutilation
- Birmingham Safeguarding Children Partnership

Curriculum and Professional Guidance

- PSHE Association Programme of Study for PSHE Education (KS1–5) (2026 edition)
- PSHE Association SEND Planning Framework

Supporting Resources

- NSPCC
- SoSAFE!
- The Zones of Regulation

30. Changes

Description	Date	Page	Section
PSHE Introduction- re-written in line with new statutory guidance	23.10.26	4-5	1
Aims: Last 4 bullet points	23.10.26	6	2
Roles &Responsibilities- re-written in line with new statutory guidance	23.10.26	8-12	3
Research Informed Content and delivery updates: Stage 1 FFL & EFL Pathways curriculum updates Stage 2 My wellbeing Passport curriculum update	23.10.26	12-13	6.3
Quality assurance of external providers	23.10.26	15	7
MER-system updated	23.10.26	16	10.3
RSHE Introduction- Updates in line with new statutory guidance	23.10.26	17	2.1 2,2 2,6 2.7 2.9
Statement of Intent-	23.10.26	18-19	3

re-written in line with new statutory guidance			
Learner consultation	23.10.26	20	4.1 (3)
Defining Relationship and Sex Education- re-written in line with new statutory guidance	23.10.26	20	5.1- 5.5
RSHE Delivery- re-written In line with new statutory guidance	23.10.26	21-22	7.2 7.5 7.6 7.9 7.10 7.11
Inclusivity- rewritten	23.10.26	23	8.1 8.2
Use of resources- rewritten In line with new statutory guidance	23.10.26	23	9
Use of external organisations & materials- re-written	23.10.26	24-25	10
Intimate behaviour- re-written	23.10.26	25	11.3- 11.4
Dealing with difficult questions- rewritten	23.10.26		12.2- 12.5
FGM section- rewritten	23.10.26	26	13
Training section-rewritten	23.10.26	27	15
Roles & Responsibilities RSHE- section re-written	23.10.26	27	40
Monitoring arrangements- re-written in line with strategic & operational changes	23.10.26	28-29	17.2-17.8
RSHE Confidentiality & safeguarding- rewritten	23.10.26	29-30	18
New- faith culture & identity- in lines with new statutory guidance	23.10.26	30	19
Equal Opportunities- section re-written	23.10.26	30	20
Developmental Approach to PSHE – updated in line with curriculum changes	23.10.26	31	21. Appendix 1
RSHE Intervention Curriculum & Referral Process- approach to interventions and areas of intervention curriculum updated with new statutory guidance	23.10.26	31-33	22. Appendix 2

RSHE Concern Process flowchart updated	23.10.26	34	23. Appendix 3
Stage 1 of PSHE Engagement for Life Pathway overview	23.10.26	35	24. Appendix 4
Stage 1 of PSHE Curriculum Foundations for Life Overview	23.10.26	36	25. Appendix 5
Stage 2 of PSHE Curriculum Learning for Life (+learners progressing beyond Stage 1) overview	23.10.26	37	26. Appendix 6
Curriculum Mapping Stage 2 of PSHE Curriculum	23.10.26	38	27. Appendix 7
Links to external guidance updated	23.10.26	39-40	29. Appendix 9