Personal, Social, Health and Economic Education (PSHE) Policy
Relationships and Sex Education (RSE) Policy

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Personal, Social, Health and Economic Education (PSHE) & Relationships and Sex Education RSE

1. Introduction

1.1 Currently under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

 • promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

 • prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

1.2 This policy covers our school's approach to the delivery of PSHE within our broad and balanced curriculum for all learners. It was produced by the Head of School through consultation with teachers, parents and Governors. Consultation took the form of staff meetings, governors' meetings and parental consultation. Parental Consultation took place in a meeting attended by parents in March 2020 prior to the CV-19 lockdown.

1.3 Calder House School is a member of the PSHE Association and follows curriculum content devised and developed by them. The PSHE Association describe PSHE as Personal, Social, Health and Economic (PSHE) education: a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work as well as enabling them   to achieve their academic potential. The PSHE programme also covers economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk. (www.pshe-association.org.uk, 2020).

1.4 Under new statutory guidance most PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases. The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools must cover from September 2020.

01225743566 / www.CalderHouseSchool.co.uk / enquiries@CalderHouseSchool.co.uk
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2. Curriculum Intent – What are our aims?

2.1 PSHE education at Calder House School aims to promote pupils' personal development by helping them to build their confidence, resilience and self-esteem, to identify and manage risk, make informed choices and understand what influences their decisions.

Pupils are taught to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and manage their lives.

Due to the specialist nature of our school, our pupils have almost always faced challenges both academically and physically. They may also find social situations difficult and often have low concepts of themselves as learners. It is our intention to build self-esteem from the outset and to develop pupil resilience so that our children can be confident about their own self-worth. Pupils who join Calder House School can often be vulnerable in their ability to say 'No', particularly as they have a strong desire to be compliant and to please. We recognise these challenges and strive to develop positive decision-making amongst our pupils.

2.2 Following the Cross Phase Programme of Study from the PSHE Association (Years 3-8) pupils will learn about and explore topics within the three core themes:

CORE THEME 1: HEALTH AND WELLBEING
CORE THEME 2: RELATIONSHIPS
CORE THEME 3: LIVING IN THE WIDER WORLD

Within these core themes pupils are taught about:

Core Theme 1 – Health and Wellbeing

Pupils are taught about **healthy lifestyles** and how to maintain their own physical wellbeing. This includes how to make informed decisions about health, about the elements of a balanced, healthy lifestyle, about choices that support a healthy lifestyle and recognise what might influence these.

They are also taught about **mental health** and how, just like physical health, it is important to look after our own thoughts and feelings. Pupils learn strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. Pupils are taught how to recognise that feelings can change over time and range in intensity. We

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aim to develop pupils' emotional vocabulary and encourage them to draw upon this when talking about feelings as well as discussing how to express feelings in different ways.

In addition, they learn about **themselves, their growing and changing bodies**. In these lessons pupils are taught about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes), to recognise their individuality and personal qualities, to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. As an integral part of building our pupils back up after perceived failure, we teach pupils how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. This extends in upper key stage 2 to the physical and emotional changes that happen when approaching and during puberty; about where to get more information, help and advice about growing and changing, especially about puberty and about the new opportunities and responsibilities that increasing independence may bring.

Pupils are also taught about '**Keeping Safe'.** Learning focuses on complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.

Children learn how to predict, assess and manage risk in different situations using role plays and scenarios to problem solve and make informed choices. All pupils learn about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully).

Pupils learn about the use and misuse of **drugs, alcohol and tobacco:** about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health. They are taught to recognise that drug use can become a habit which can be difficult to break and to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.

Core Theme 2 – Relationships Education* Statutory from September 2020 (at Key Stage 2). Relationships and Sex Education (at Key Stage 3).

From September 2020, Relationship Education will be compulsory in all primary schools in England, and Relationship and Sex Education will be compulsory in all secondary schools.

The aim at Calder House School is to teach pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Through our comprehensive Relationships Education provision, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships; this includes: families

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and close positive relationships, friendships (including those online), managing hurtful behaviour including bullying, safe relationships and respecting themselves and others.

- We refer to our pupil friendly policies on behaviour and bullying.

- http://www.calderhouseschool.co.uk/assets/uploads/CHS_Our_Schools_Anti_Bullying_Policy.pdf,

- http://www.calderhouseschool.co.uk/assets/uploads/CHS_Positive_Behaviour_Policy.pdf

- the ability to identify any concerns they have about a relationship;

- coping strategies and an awareness of how and where to seek support;

- an understanding of their rights and responsibilities within a range of relationships;

- an awareness of the process of growing up and the changes they and others will experience

- an understanding of the characteristics of positive relationships.

At Key Stage 2 and Key Stage 3 Calder House School also teaches Sex Education. Calder House School has chosen, in consultation with parents, staff and Governors, to deliver Sex Education as part of its Relationships Education at Key Stage 2.

All stakeholders felt that it was important that pupils learn about conception and birth, and changes to their own bodies. It was important to parents that this was taught in school, amongst staff and peers where they feel safe and have fostered positive relationships. Parents felt very strongly that their children should have every opportunity to learn about positive relationships and Sex Education was integral to this. Part of our Sex Education aims to ensure that pupils are safeguarded and are able to distinguish between appropriate and inappropriate touch. That they have the knowledge and understanding to recognise inappropriate behaviours and the confidence and knowledge to speak out and take the appropriate actions to protect themselves and/or others. This is incredibly important to our pupils as they are often vulnerable, and many of whom are compliant with an overwhelming desire to please adults and their peers.

Therefore, we teach pupils to: identify the external genitalia and internal reproductive organs in males and females. We teach them about how the process of puberty relates to human reproduction. Pupils are taught about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). Pupils learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. We talk about how a baby is made.

At Key Stage 3 teaching Sex Education is statutory. Pupils will learn about: strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing. They begin to learn about the purpose, importance and different forms of contraception; how and where to access contraception and advice. Pupils learn about relationship values, including sexual relationships. They will be taught about forming and maintaining respectful relationships, with references to consent.

Core Theme 3 – Living in the Wider World

At Key Stage 2 pupils are taught about shared responsibilities, and the relationship between rights and responsibilities. This extends from within the home to within the community and the environment. Pupils are taught about differences within communities and about diversity. We encourage pupils to challenge stereotypes and to reflect upon their own behaviours and attitudes. Pupils are also taught about using technology. Media literacy[1] and digital resilience[2] form a core part of our Computing curriculum.

Pupils are taught all the key strands as they progress from KS2 to KS3:
- Self-image and Identity
- Online relationships
- Online reputation
- Online bullying
- Managing online information
- Health, wellbeing and lifestyle
- Privacy and security
- Copyright and ownership

Pupils are also taught about economic wellbeing, including the use of money. Given some of our pupils' difficulties with maths, including value and number, these units of work are particularly important as we seek to develop vocabulary and understanding around money and practical money matters. Pupils are encouraged to explore spending decisions, but to also recognise the risks associated with money, including that it can be won, lost or stolen.

Given that our own pupils often join CHS with low self-esteem and low self-concepts, developing the aspirations of our pupils is an important curriculum objective. We want our pupils to learn their own value – by recognising positive things about themselves and their achievements, and also to introduce them to jobs and career paths that reflect their own interests, strengths and qualities. We want to teach our pupils to aim high and believe in their own abilities. At Key Stage 3 we intend to broaden this even further by teaching our older pupils about setting targets and goals for themselves that are aspirational, but achievable. We teach pupils about career pathways that they might consider, but for many of our children, it is also important to learn about transition and change. This includes joining a new school, and making the most of the opportunities available to them. We continue to extend pupil understanding of safety and the importance of establishing personal values and clear boundaries around aspects of their life that they want to remain private. Pupils are also taught in more detail about the role of money and making financial choices. County Lines safeguarding and Child Protection concerns around money and coercion are also explored.

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[1] *Media literacy is the ability to identify different types of media and understand the messages they are sending*
[2] *Digital resilience is about learning strategies that help children if they feel upset, not good enough or left out, whilst communicating online*

3. Curriculum Implementation – How do we deliver our curriculum intent?

3.1 The PSHE and RSE curriculum strands are embedded throughout the whole ethos of Calder House School. When last inspected by OFSTED (November 2018), it was noted that:

The school's work to promote pupils' personal development and welfare is outstanding.

- Pupils often recover their confidence and rapidly gain independence through their time in Calder House. As a result, they are emotionally well prepared for the next stage in their education, which for many means returning to mainstream education.
- Pupils show mutual care and respect towards each other across the school day. They are supportive and kind. For example, peer mentors look out for other pupils and intervene well at times when some pupils feel they may need a friend.
- Pupils enjoy having positions of responsibility. For example, they relish opportunities to be school councillors or house captains. These roles enable pupils to contribute to the running of the school and learn the importance of working together.

3.2 We teach pupils through discrete lessons on PSHE and RSE which are given specific timetable allocation. Pupils are taught in their tutor groups by the classroom teacher in groups of no more than 8 pupils.

PSHE and RSE is currently timetabled against RE. Following consultation with staff and following the needs of our pupils we operate on a 2-week rotating curriculum. PSHE and RSE are taught one week, and RE the next.

PSHE and RSE is currently taught from 0840 -0900 on Tuesday, Wednesday and Thursday mornings. There is also a dedicated PSHE and RSE lesson every Tuesday from 1420 until 1450.

Topics Covered Year 3 – Year 8 are detailed below.

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3.3 PSHE and RSE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**Friendships:** Making and maintaining healthy friendships; Similarities and differences	**Emotional wellbeing:** Expressing and managing every day feelings; Seeking support for self or others	**Staying safe:** Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe	**Economic wellbeing:** Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe	**Physical health:** Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety	**Shared responsibilities:** Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home;
Year 4	**Friendships:** Managing conflict and repairing friendships; Feeling lonely; Friendship skills; Listening and responding; Respecting self and others **Emotional wellbeing:** Expressing and managing every day feelings; Seeking support for self or others	**Communities:** What makes a community; Diversity; Freedom of expression; Identifying and responding to prejudice	**Shared responsibilities:** Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home;	**Staying safe:** Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe	**Physical health:** Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety	**Staying healthy:** Dental health; Hygiene, germs; Basic first aid; Early signs of illness and seeking help
Year 5	**Mental wellbeing:** Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others	**Respect and bullying:** Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination	**Staying safe:** Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety	**Economic wellbeing:** Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe	**Substances:** Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws	**Personal Identity:** What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities

Year 6	**Mental wellbeing:** Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others	**Families:** Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for	**Economic wellbeing:** Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others	**Puberty and reproduction workshops: (parental consent)** Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made **Health and hygiene:** Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation	**Careers:** Career types; challenging career stereotypes; Enterprise project – *CROSS-YEAR, GROUP WITH Y7*	**Managing change:** Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support
Year 7	**Mental wellbeing:** Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others	**Puberty and reproduction workshops: (parental consent)** Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made **Substances:** Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use	**Friendships and diversity:** Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online	**Relationships:** Healthy and positive relationships, Expectations and stereotypes in relationships;	**Careers:** Developing enterprise skills; The world of work and young people's employment rights; Enterprise project - *CROSS-YEAR, GROUP WITH Y6*	**Moving forward:** Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change

	Careers:	Friendships and managing influences:	Relationships:	First aid and keeping safe:	Mental health and wellbeing:	Moving forward:
Year 8	Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence	Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.	Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health.	First aid including CPR and defibrillator use; Personal safety including travel safety	Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others	Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change

3.4 Online safety is taught in Computing lessons, where pupils learn about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.

Year group content is outlined below.

Strand	Self-image and identity	Online relationships	Online reputation	Online bullying	Managing online information	Health, well-being and lifestyle	Privacy and security	Copyright and ownership
Description	This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies	This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.	This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage	This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and	This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.	This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and	This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and	This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing

	effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.		personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.	other aggressive behaviour relates to legislation.		the strategies for dealing with them.	systems against compromise.	potential consequences of illegal access, download and distribution.
Year 3	I can explain what is meant by the term 'identity'.	I can describe ways people who have similar likes and interests can get together online.	I can search for information about myself online.	I can explain what bullying is and can describe how people may bully others.	I can use key phrases in search engines.	I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).	I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.	I can explain why copying someone else's work from the internet without permission can cause problems.
	I can explain how I can represent myself in different ways online.	I can give examples of technology- fault. specific forms of communication (e.g. emojis, acronyms, text speak).	I can recognise I need to be careful find. before I share anything about myself or others online.	I can describe rules about how to behave online and how I follow them.	I can explain what autocomplete is and how to choose the best suggestion.		I understand and can give reasons why passwords are important.	I can give examples of what those problems might be.
	I can explain ways in which and why I might change my identity depending	I can explain some risks of communicating online with others I don't know well.	I know who I should ask if I am not sure if I should put something online.		I can explain how the internet can be used to sell and buy things.		I can describe simple strategies for creating and keeping	

	on what I am doing online (e.g. gaming; using an avatar; social media).						passwords private.	
		I can explain why I should be careful who I trust online and what information I can trust them with.				I can explain the difference between a 'belief', an 'opinion' and a 'fact'.		I can describe how connected devices can collect and share my information with others.	
		I can explain how my and other people's feelings can be hurt by what is said or written online.							
		I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. '.							
		I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.							
		I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'.							

Year 4	I can explain how my online identity can be different to the identity I present in 'real life'.	I can describe strategies for safe and fun experiences in a range of online social environments.	I can describe how others can find out information about me by looking online.	I can identify some online technologies where bullying might take place.	I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'.	I can explain how using technology can distract me from other things I might do or should be doing.	I can explain what a strong password is.	When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.
	Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.	I can give examples of how to be respectful to others online.	I can explain ways that some of the information about me online could have been created, copied or shared by others.	I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).	I can identify times or situations when I might need to limit the amount of time I use technology.	I can describe strategies for keeping my personal information private, depending on context.	I can give some simple examples.
				I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).	I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.	I can suggest strategies to help me limit this time.	I can explain that others online can pretend to be me or other people, including my friends.	
					I can explain that some people I 'meet online' (e.g. through social media) may be		I can suggest reasons why they might do this.	

					computer programmes pretending to be real people.			
					I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.		I can explain how internet use can be monitored.	
Year 5	I can explain how identity online can be copied, modified or altered.	I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our I can give examples of technology- fault.	I can search for information about an individual online and create a summary report of the information I find.	I can recognise when someone is upset, hurt or angry online.	I can use different search technologies.	I can describe ways technology can affect healthy sleep and can describe some of the issues.	I can create and use strong and secure passwords.	I can assess and justify when it is acceptable to use the work of others.
	I can demonstrate responsible choices about my online identity, depending on context.	I can make positive contributions and be part of online communities.	I can describe ways that information about people online can be used by others to make judgments about an individual.	I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone.	I can evaluate digital content and can explain how I make choices from search results.	I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.	I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.	I can give examples of content that is permitted to be reused.
		I can describe some of the communities in which I am involved and describe how I collaborate with others positively.		I can explain how to block abusive users.	I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence.		I can explain how and why some apps may request or take payment for additional	

							content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.	
				I can explain how I would report online bullying on the apps and platforms that I use.	I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).			
				I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline).	I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'.			
					I can explain what is meant by a 'hoax'. I can explain why I need to think carefully before I forward anything online.			
					I can explain why some information I find online may not be honest, accurate or legal.			
					I can explain why information that is on a large number of sites may still be inaccurate or			

					untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).			
Year 6	I can describe ways in which media can shape ideas about gender.	I can show I understand my responsibilities for the well-being of others in my online social group.	I can explain how I am developing an online reputation which will allow other people to form an opinion of me.	I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.	I can use search technologies effectively.	I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.	I use different passwords for a range of online services.	I can demonstrate the use of search tools to find and access online content which can be reused by others.
	I can identify messages about gender roles and make judgements based on them.	I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).	I can describe some simple ways that help build a positive online reputation.	I can identify a range of ways to report concerns both in school and at home about online bullying.	I can explain how search engines work and how results are selected and ranked.	I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).	I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).	I can demonstrate how to make references to and acknowledge sources I have used from the internet.
	I can challenge and explain why it is important to reject inappropriate messages about gender online.	I can demonstrate how I would support others (including those who are having difficulties) online.			I can demonstrate the strategies I would apply to be discerning in evaluating digital content.	I can explain the importance of selfregulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online,	I know what to do if my password is lost or stolen.	

					avoiding accidents).			
	I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline.	I can demonstrate ways of reporting problems online for both myself and my friends.			I can describe how some online information can be opinion and can offer examples.		I can explain what app permissions are and can give some examples from the technology or services I use.	
	I can explain why I should keep asking until I get the help I need.				I can explain how and why some people may present 'opinions' as 'facts'.		I can describe simple ways to increase privacy on apps and services that provide privacy settings.	
					I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').		I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).	
					I can demonstrate strategies to enable me to analyse and evaluate			

Year 7	I can give examples of how the internet and social media can be used for positive self-promotion.	I can explain how and why people who I communicate with online may try to influence others negatively and can offer examples. e.g. grooming; radicalisation; coercion.	I can describe and assess the benefits and the potential risks of sharing information online.	I can describe how bullying may change as we grow older and recognise when it is taking place online.	I can explain how online 'market places' can enable small businesses or individuals to do business within a global market.	I recognise and can discuss the pressures that technology can place on me and how/ when I think I should respond.	I can explain how and why it is important to always ensure I make safe and secure online payments.	I know that commercial online content can be viewed, accessed or downloaded illegally.
	I can explain how people can curate and experiment with their identity online and why they might wish to do this.	I can explain strategies for assessing the degree of trust I place in people or organisations online.	I can describe what is appropriate to say and do in different online settings/ platforms (e.g. opinions, values, information, shares, 'likes', 'forwards').	I can describe a range of different bullying types and behaviours and assess when these are occurring (e.g. homophobic, racist, gender, exclusion).	I can assess the benefits and limitations of online commerce.	I can give some examples of those pressures (e.g. immediate response on social media and messaging apps; always available; invasive; rapid engagement).	I can explain that online services have terms important. and conditions that govern their use. I can give examples from some common online services that illustrate how they impact on a user and analyse these to make informed choices.	I can give some examples of illegal access (e.g. illegal streaming, pirate sites, torrent sites, peer-topeer sharing) and the associated risks.
	I am aware that my own personal online activity, history or profile (my 'digital personality') will affect the type of information	I can describe the initial signs of potentially problematic situations e.g. grooming, cyberbullying.		I can identify and demonstrate actions to support others who are experiencing difficulties online.	I can explain the term 'connectivity': the capacity for connected devices ('internet of things') to collect and share information about me with or without my knowledge (including microphones, cameras and	I can describe strategies to identify and assess when peers may need support and describe ways to assist peers who may be	I can explain what malware is and give some examples of how it operates and what the impact could be on a device or user (e.g. viruses,	I can accurately define the concept of plagiarism.

	returned to me in a search or on a social media stream, and intended to influence my beliefs, actions and choices.				geolocation). I can describe how this can affect me.	experiencing difficulties.	trojans, ransomware).	
		I can assess when I need to take action and explain what to do if I am concerned about an online relationship.			I can use various additional tools to refine my searches (e.g. search filters: size, type, usage rights etc.).	I can explain how I might recognise that I need support to control my use of technology and who might provide that support.	I can explain what cookies are and can give examples of how my online browsing can be tracked and used by others (e.g. adware).	I can use this definition to evaluate my own use of online sources.
					I can explain how to use search effectively and use examples from my own practice to illustrate this.		I can identify commercial content and scams (e.g. pop-ups, spam) and can discuss simple strategies to manage such content (e.g. pop-up blockers, junk folders, unsubscribing).	
					When I publish online content, I am aware of how that content can be interpreted by others.		I can explain how my internet use is often monitored (e.g. by my school or internet service provider).	
					I can explain how 'liking', 'sharing' or 'forwarding' online content can change			

					people's opinions of me (e.g. contribute to my online reputation).			

CALDER HOUSE SCHOOL

3.4 Assemblies are also an integral part of our PSHE and RSE curriculum. We value the opportunity for our pupils to learn about topics that cross both the PSHE/RSE and RE curriculums. It is important for our children to learn about these topics in a variety of different contexts and groups. This helps to promote inclusion and diversity of opinion and the opportunity to generalise ideas and concepts in more than one context. Something that many of our pupils find hard.

Whole School Assembly Calendar

September			
Welcome Back – Values and Working together to promote kindness **Roald Dahl Day**	**Teamwork – Responding to bullying and being unkind**	**Random Acts of Kindness**	**Harvest**
October			
Wellbeing Indicator - Safe	**Wellbeing Indicator - Healthy**	**Wellbeing Indicator - Active**	**Halloween**
November			
Bonfire Night Safety	**Remembrance Day**	**Wellbeing Indicator - Achieving**	**Saint Andrew's Day**
December			
Road Safety in Winter	**Wellbeing Indicator - Responsible**	**Christmas**	
January			
New Year's Resolutions		**Wellbeing Indicator - Respected**	**Burns' Night**
February			
Safety Week – Focus on visitors from emergency services and First Aid	**Valentine's Day**	**Wellbeing Indicator - Nurtured**	**Fair Trade**
March			
Pancake Day	**World Book Day**	**Mindfulness**	**Easter**
April			
Wellbeing Indicator - Included		**John Muir Day**	
May			
National Smile Day	**Keeping Healthy**	**Sportsmanship-Sport's Day**	**Being Eco Friendly**
June			
Summer Safety	**End of Year Transition**	**End of Year Achievements**	

In addition to regular Monday assemblies, pupils also take part in extended celebration assemblies. These happen every Friday. In terms 1 and 3 classes hold their own class assemblies based on the topics listed above. Parents are also invited to join these assemblies.

These assemblies reflect the value that the school puts upon developing the whole child. Pupils typically arrive with low self-esteem and low concepts of themselves as learners; these celebration assemblies provide opportunities to recognise children's achievements as well as promoting turn-taking, social rules, and mental health. Many of our children have never been celebrated before. At CHS we teach the pupils to find value in themselves from the outset.

3.5 Pupils (where their educational needs determine it) are taught in discrete subskills lessons some of the skills and personal development qualities that are described in the PSHE curriculum content. This can include, but is not limited to – developing emotional lexicon (emotional literacy), developing resilience and managing challenge. Pupils are also taught about emotional regulation with the whole school referring to principles embedded within the Zones of Regulation. Pupils will often refer to which zone they are in and all class teachers will refer to this when helping pupils to identify their own behaviours.

3.6 Each year pupils take part in Safety Week. This has a rotating focus between online safety, personal safety and decision-making with First Aid.

Year 2018/19	Focus: Personal Safety – Visits – Stop, drop, roll. Police Community Officers – Staying safe in the community. Criminal Responsibility. Visit from David Wright SWGfL – Internet Safety – all pupils and parents.
Year 2019/20	Focus: Personal Safety – Visits – Fire Brigade – Fire Safety in the home. First Aid – Wiltshire First Aid – all pupils basic first aid certified. Police Community Officers – online safety. NSPCC – Speak Out, Stay Safe Visit from Kevin Smith Road Safety – crossing the road.
Year 2020/21	Currently under review – due to restrictions on visits (CV-19)

3.7 The School also has a well-established School Council. Pupils take on roles and responsibilities in school. Their views and contributions are highly valued. Pupils are also allocated further roles and responsibilities and enter into contracts for the following areas of responsibility.

Head Boy
Head Girl
School Ambassadors
Librarian
House Captains
Vice House Captains
Peer Mentors, Buddies and Reading Mentors.

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CALDER HOUSE SCHOOL

4. Implementation of Sex Education at Key Stage 2 and Key Stage 3

4.1 How we deliver and structure these lessons can vary from year to year depending upon our cohort. Calder House offers a bespoke curriculum to all its pupils and therefore, through consultation with parents, we agreed that these topics should be delivered in a way that meets the needs of individual pupils and groups of pupils. This may mean that these subjects are taught:

- in separate workshops by particular members of staff (Mr Perks and Mrs Dallyn)– where pupils' age, development, maturity and academic needs are met. These are timetabled outside the usual curriculum lessons and are usually in the SPRING TERM.

- in a 1:1 context if necessary and appropriate (but always with parental consultation) – with a member of staff the pupil has a good relationship with.

4.2 How will the school respond to managing difficult questions?

4.2.4   Children may ask their teachers questions pertaining to sex or sexuality which go beyond the Relationships and Sex Education curriculum. Where appropriate this will be referred back to the parent. Teachers will consider the question, take their time to respond and where an answer is required will answer honestly, accurately and objectively using the correct terminology where needed.

4.2.5   Where pupils raise questions and challenges that may indicate exposure to harmful content, or understanding, Calder House School will follow the Child Protection and Safeguarding Policies. www.calderhouseschool.co.uk/assets/uploads/CHS_Child_Protection_Policy.pdf

4.2.6   Pupils will be taught to recognise and to report abuse, including emotional, physical and sexual abuse. At Calder House this will be delivered by focusing on boundaries and privacy, ensuring that our pupils understand that they have rights over their own bodies.

4.2.7   This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. http://www.calderhouseschool.co.uk/assets/uploads/CHS_Policy_on_the_Safe_use_of_the_Internet.pdf

4.2.8   Pupils will learn how to report concerns and seek advice when they suspect or know that something is wrong.   At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including

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online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

4.3 Right to Withdraw

At Key Stage 2 (Year 3 to Year 6) parents cannot withdraw their child from Relationships Education because there is a statutory requirement that all children receive this content, covering topics such as friendships and how to stay safe. Calder House School has chosen (in consultation with parents and carers) to continue to teach Sex Education in KS2. We will always notify parents of when this will take place and request your consent.

If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn.

The science curriculum in all schools also includes content on human development, including human reproduction, from which there is no right to withdraw a child.

At Key Stage 3 (Year 7 to Year 9) parents cannot withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education, because there is a statutory requirement that all children receive this content, covering topics such as friendships and how to stay safe. If you do not want your child to take part in some or all of the Sex Education lessons delivered at secondary, you can ask that they are withdrawn.

You must make a request to the Head of School in order for your child to be withdrawn. The Head of School will consider this request and discuss it with you, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16.

5. CURRICULUM IMPACT

5.1 Due to the nature of the school, pupils often enter Calder House at nonstandard transition points. We tailor timetable and curriculum to meet the needs of individual pupils. Consequently, it is often the case that pupils do not move through the school in a conventional way being taught in each year group as they would in a mainstream setting.

Pupil tracking therefore becomes an essential part of curriculum impact. From September 2020, PSHE and RSE curriculum coverage will be individually tracked. The lead teacher for PSHE and RSE will request that teachers responsible for delivering the PSHE and RSE curriculum will submit termly reviews and 'track' pupil progress in relation to curriculum impact. CHS will be implementing a RAG rating where curriculum coverage can be recorded. The Lead Teacher for PSHRE and RSE will work alongside the Lead teacher for Computing to implement this over the course of the academic year.

As a result, we can determine the delivery of the curriculum for pupils to meet emerging needs and to ensure that gaps in the curriculum are covered and pupils have the opportunity to revisit areas of the curriculum to ensure depth of understanding.

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The RAG rating specifies where pupils are rated on where they are:

1 – working towards expectation in a curriculum strand (orange/red)

2 – meeting expectations - (green)

3 – exceeding expectations - (blue)

These judgements are made by teaching staff and will require the Lead Teacher for PSHE and RSE to work in collaboration with the Lead Teachers for Science and Computing. Moderation and expectation around the RAG rating principles will form an integral part of the curriculum monitoring 2020/21.

5.2 The quality of education is monitored directly by the Lead Teacher for PSHE and RSE. This includes termly book trawls and joint lesson observations with the Head of School. It also includes rigorous monitoring of pupil tracking.

In addition to this the following also demonstrate where pupils have been involved in PSHE and RSE related work:

- The school gallery on the website. This includes 'Safety Week' held in February each year. 2019/20 curriculum included – NSPCC visit, Community Police workshop on internet safety, First Aid training sessions – Wiltshire First Aid.
- Class and Whole School assemblies – held weekly.
- Minutes from School Council Meetings – attended by staff, pupils and School Governor

6. EQUAL OPPORTUNITIES

We ensure that Relationships Education is inclusive and meets the needs of all of our pupils whatever their race, religion, social class, sexual orientation or specific educational need.

6.1 Statutory Regulation

Documents that inform the school's PSHE and Relationships and Sex

Education Policy include:

- Education Act (1996)

- Learning and Skills Act (2000)

- Education and Inspections Act (2006)

- Equality Act (2010),

- Supplementary Guidance SRE for the 21st century (2014)

- Keeping children safe in education – Statutory safeguarding guidance (2020)

- Children and Social Work Act (2017)

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This policy will be reviewed during staff monitoring and appraisal meetings – held termly. Once embedded it will be reviewed annually.