



THE ST. BART'S
ACADEMY
— TRUST —

Whole School Relationship and Sex Education Policy

March 2020

The St. Bart's Academy Trust
Whole School Relationship and Sex Education Policy

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The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

1.0 Forward

How our Whole Trust Policy was developed.

This RSE policy is intended to guide the schools within our trust on what to include in their revised and updated statutory RSE policy.

The trust set up a working group established in November 2019 with the specific aim to review and revise the current RSE policies in place and bring them into line with the new statutory guidelines issued by the Government in 2019 to make RSE Mandatory and Compulsory within the UK.

This working group included Headteachers, PSHE leaders, members of the diocese and RSE Consultants, governors and most importantly parents from our trust schools. School governors have a statutory requirement for RSE in their school.

This RSE policy is developed with reference to

[Statutory guidance: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

and guidance from the following:

- PSHE Association
- School leaders
- Sex Education Forum
- The Church of England Education Office.

It is a requirement that individual schools within the Trust, all hold parent consultations. These should be culturally sensitive and tailored to meet the needs of the communities in which they serve.

All school staff were given the opportunity to review the draft policy and give feedback.

The initial draft policy was shared with the Trust Board and then the LGC's.

2.0 Statutory Requirements for Primary Schools

The new curriculum will be mandatory from September 2020. Schools are encouraged to adopt the new curriculum early from September 2019.

This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996

This is a section of the Statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils

should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know 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 online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of Primary

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Managing difficult questions

We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

We believe children are better off receiving honest, open answers from safe adults in their lives, rather than being left to the internet or older children with a smart phone. In the age of information, where children have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better that we, as safe adults, take responsibility and tackle the question safely and age appropriately. It may be that we refer children to talk to you as parents.

Staff will use their professional knowledge to deal with the children's questions age appropriately. This will be done consistently across the school as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group.
- However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
- If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: "that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working."
- If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer but the member of staff should make an effort to help the child to find the answer later.
- If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: "That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you"
- This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.

- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their pupils that could make either party vulnerable.

Sex education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered.

Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, headteachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

Schools will want to draw on the good practice for conversations with [parents around the right to withdraw](#)

Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

3.0 What is Relationship and Sex Education?

Relationships and Sex Education provides an excellent forum to provide pupils with life skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations, RSE is therefore a tool to safeguard harm against children. The aim to build resilience in a rapidly changing world.

RSE is about emotional, social and cultural development of pupils and involves learning about relationships, healthy lifestyles, diversity and personal identity. Involving a combination of sharing information and exploring issues and values.

RSE contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity and fostering of self-worth whilst recognising, accepting and respecting differences.

It is not about the promotion of sexual orientation or sexual activity.

Moral and Values Framework

The RSE Policy will be sensitive towards the established morals and values framework of all major world religions and philosophies. In its implementation it will draw from practical experiences of those who represent the various religions and philosophical groups within the local community. The RSE Policy will be complimentary with the religious Education policy of the school.

Within the Trust Schools students will

- Learn the value of respect, care and love
- Valuing family life within stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children
- Respect for self and others
- Respect for rights and responsibilities within relationships
- Appreciate that different, successful family structures exist
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender.
- Acceptance of difference and diversity
- Promote gender equality and equality in relationships
- Challenge gender stereotypes and inequality
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.

4.0 Aim and Objectives

The aim of this policy is to enable the effective planning, delivery and assessment of RSE.

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Objectives are for primary school pupils to:

- develop confidence in talking, listening and thinking about feelings and relationships
- be able to name parts of their body and describe how their bodies work.
- Be prepared for puberty

Teaching Staff: in all schools to be confident:

- In planning, delivering and assessing RSE
- In answering parent's questions and dealing with sensitive questions and issues.

5.0 Equal opportunities statement

The Trust is committed to the provision of RSE to all of its pupils and the differing needs of boys and girls. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of RSE. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

St Bart's believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. The teaching and planning of teaching strategies will be consistently reviewed through e.g. lesson observations to ensure that no pupil is disadvantaged. Teachers will ensure that materials and teaching are culturally sensitive and age appropriate.

6.0 Curriculum/ Delivery and Content

Within the Weston Federation, RSE is not delivered in isolation, but is firmly embedded in all areas of the curriculum. We teach RSE through other subject areas (eg Science, PE and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Linked with R.E. pupils reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Science Curriculum

Early Years Foundation Stage pupils learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 pupils learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 pupils learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

The scheme of work for RSE at The Weston Federation maps out a grid of units/lessons for each year group which progresses and returns to themes as pupils move through the school. Our RSE scheme is taught mainly within our PSHCE lessons and is in line with the governments statutory requirements outlined in Relationships and Sex Education (RSE) and Health Education and with the Core Themes and Learning Outcomes outlined in the PSHE Association Programme of Study: Health and Wellbeing, Relationships, Living in the Wider World.

The units of work which address the RSE outcomes within our scheme are:

- TEAM
- Growing Up
- VIPs
- Be Yourself
- Safety First
- It's My Body
- Think Positive
- Aiming High

The content of these units include personal safety, hygiene, physical and sexual development, growth and change, puberty, human reproduction, pregnancy and childbirth. Personal and social development, including relationships with family and friends, self esteem, emotional development, gender roles and stereotyping.

Please refer to appendix 1 which identifies the learning outcomes, for Key Stage 1 and Key Stage 2, for the Core Themes of Health and Wellbeing and Relationships.

Please refer to appendix 2 (a curriculum map of the units and the learning outcomes which are addressed in the units)

In Year 2, 4 and 6, the children will access the Growing Up unit of work. During these units of work we teach the children the scientific names for parts of the body including genitalia . We explain the changes to our bodies (boys and girls) during puberty. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children. Please refer to appendix 2

7.0 Resources

Materials used reflects the consultation with parents/carers and the school health adviser. Age and cultural backgrounds of the pupils are regarded in relation to images used. The range of material used is available to parents and carers and informative books are available to children in the library.

8.0 Roles and Responsibilities

The LGC will ratify the RSE policy and hold the headteacher to account for its implementation.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (refer to Child Withdrawal policy).

Staff are responsible for:

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

9.0 Visitors Policy

The Government encourages the use of external agencies as enrichment to provide a specialist service or experience.

Headteachers may invite visitors from outside school such as sexual health professionals, school nurses to provide support and training to staff teaching RSE.

If schools do use external support bodies then it is essential that:

All visitors are familiar with and understand the schools RSE policy and work within it.

All visitors are familiar with and understand the school's confidentiality policy and work within it.

All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance.

All visitors are supervised and supported by a member of staff at all times.

The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

The school will continue to liaise with local secondary schools to ensure that the programme for RSE is continuous at KS3.

10.0 Assessment and Evaluation of Learning and teaching.

The PSHE Subject Leaders, Gemma Millins and Sharon Brown, will monitor the delivery of RSE, will provide support and advice to other members of staff and is responsible for evaluating and reviewing the programme and provision for Sex and Relationships Education across the school. They will also further staff development

by providing opportunities for staff to update and extend their knowledge and expertise in Sex and Relationships Education through staff meetings and training sessions where appropriate.

The pupils' development in RSE is monitored by the class teachers as part of our internal assessment system. This will then be monitored by the subject lead.

11.0 Confidentiality and Child Protection

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Our trust is a community and all those directly connected with it - staff members, volunteers, governors, parents, families and pupils; have an essential role to play in making it safe and secure.

The governing body of all our Trust Schools and academies have arrangements in place to safeguard and promote the welfare of pupils and will work together with other agencies to identify, assess and support those children who are suffering or likely to suffer harm.

This policy applies to all children (i.e. those who have not yet reached their 18th birthday;) who are pupils at this school or who visit /come into contact with our school community.

This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

12.0 Child withdrawal procedure

Parents will be informed about the relationship and Sex Education programme through:

RSE Workshops (post covid)
Newsletters
School Website
Letters home via dojo and paper copy

RSE is to be taught to all year groups. If a parent or carer feels it necessary to withdraw their child, they should arrange to come to school and discuss their concerns with the Principal or PSHE Leader.

Within the RSE new framework parents cannot withdraw their child from Relationship Education. Parents have the right to withdraw their children from the non-statutory sex education.

13.0 Answering and dealing with difficult questions surrounding sensitive issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at risk.

The following are protocols for discussion based on lessons with pupils (Ground Rules)

- No one teacher or pupil will have to answer personal question
- No one will be forced to take part in discussions
- Only correct and agreed names will be used for body parts – check with individual school policies on this and amend accordingly.
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions or seek advice from the PSHE leader.

14.0 SEN

1. Close liaison between teachers and the SENCO takes place and the progress of pupils is regularly reviewed. Differentiation is ensured within all lessons. The level and nature of a pupil's individual SEND difficulties will dictate what differentiation is provided and this may be different in certain lessons. Examples of differentiation include:

- Work provided at a level appropriate to the pupil's particular academic level (which could be considerably below the rest of the class)
- Worksheets that provide scaffolding
- Work that has pictorial representations/practical resources

Extra support within lessons is provided for pupils with SEND where necessary and may take different forms, for example:

- An adult may assist with the reading involved
- An adult may assist to put the pupils' ideas down on paper
- An adult may support the pupil to formulate what they want to say if they have communication difficulties or may help a pupil with attentional difficulties to stay on task
- Peer to peer support in small group working

2. All pupils with SEND have regular termly reviews of their plan which is fully shared with parents/carers. Where outside agencies are involved, the SENCO will also liaise on regular basis with parents/carers. If it is envisaged that a pupil may have difficulty with any aspect of school life or the curriculum, a full discussion with the parent/carer will take place in order that appropriate measures can be implemented to support their child. For some pupils this may also involve outside agencies such as the school nurse, occupational therapy service, speech and language therapy service, SEND services or the Educational Psychology service, who may be called upon to give advice.

3. The progress of all SEND pupils are regularly reviewed, both formally on a termly basis and informally on an ongoing basis. If a pupil is not making expected progress from their starting point then consideration will be given to the appropriateness of a specialist referral as part of the SEND code of Practice, graduated response <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> . Any necessary referrals will be made by the school's SENCO.

Provision for pupils who are looked after.

Weston Infant and Junior Academies work closely with the carers and other professional supporting Looked After Children to ensure that our RSE policy is delivered in an appropriate way to children who may have had negative experiences in their lives.

Small group interventions may be put into place to help Looked After Children when they arrive in school to help them quickly develop friendship groups.

Referrals are made to specialist agencies such as CAMHS and Beechfield to support those Looked After Children who need it.

Information about sensitive issues e.g. female genital mutilation (FGM), online safety, sexting and radicalisation/extremism.

Any information regarding these issues will be addressed in line with the Federation safeguarding policy and E-safety policy and local and national guidance.



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