

Our Relationships and Sex Education offer:

Specialist offer – Individual/Personalised support

- Personalised 1:1 or small group sessions covering challenging topics that might be affecting the child normal development as an adult.
- Individual programmes for students that require more input or additional help for specific aspects of RSE and Safeguarding concerns.
- Close work with families to identify pupils who may require additional support from external agencies.
- Topic based resources for a better understanding of sensible topics of the RSE curriculum, including personalised scripts especially designed for SEN pupils.
- ‘Multi-disciplinary team’, consisting of Educational Psychologist, Behaviour Analyst, School Nurse, CAMHS practitioner alongside lead of RSE. Early identification, specific support for pupils who require a higher level of input enabling us to link in strongly with the Emotional Health Service.
- Staff de-briefing meetings following any concern in order to improve outcomes for pupils.

Targeted offer – Through discrete sessions (RSE)

- RSE will be delivered in a forty-five minutes sessions for PSHE within the timetable, and also within the themed curriculum. Topics will be mapped across the three/four-year creative curriculum programme.
- Lessons will be delivered by class teachers who will be fully informed and expected to deal with issues sensitively. The RSE co-ordinator will work with staff to discuss issues and planning. Some lessons may be delivered by a specialist in school or a visiting professional.
- Whilst the majority of teaching may be done in a class group, alternative pupil groupings may be appropriate e.g. Single sex groups, ability groups across waves, small group’s programmes.
- A variety of topics will be covered in the RSE discrete sessions. All topics are designed accordingly with the maturity and developmental stage of pupils. Examples of these topics are: relationships, menstruation, self-stimulation, diversity, emotions, consent, public/private, careers and future choices, friendships, etc.
- During RSE sessions, students will be supported at all times by trained staff aware of their needs and communication strategies. Sessions will be private and safe and a sign will be displayed outside the classroom to indicate a RSE session is on-going.
- As part of the sessions, teachers may use a variety of specialised resources such as social stories, visuals, key objects or appropriate videos to enhance the learning of the students and support them in their understanding of such important topics.
- Parents will have the right to withdraw their child from certain aspects of the programme. The exception is those parts that are included in the statutory national curriculum.

Universal/Daily offer – Cross-curricular learning opportunities

- RSE education will be the school subject through which children and young people will acquire the knowledge, skills and attributes they need to stay healthy, safe, creating and maintaining positive relationships to help them thrive now and in the future.
- Daily RSE sessions will be taught following a cross curricular approach. Learning opportunities will appear in every step of the student’s school day. Some examples of those daily living skills opportunities are:
 - Toilet training – *using the loo, wiping independently, washing hands, using hygiene products, flushing down, looking themselves in the mirror, locking the door, etc.*
 - Pupil voice: meaningful opportunities to share experiences (positive – views and hopes, choices; and negative – harmful situations, concerns, abuse) with all staff and peers and to experience to be listened and understood.
 - Looking after my body: *healthy diet, eating less food/sugar, trying new food, doing exercise, sharing games that I like, learning rules, dangers (medicines, chemicals).*
 - Dress/undress independently: *including choosing what to wear, checking if clothes are inside out/opposite side, do their shoe laces, etc.*
 - Menstruation support: *cleaning intimate parts appropriately, using female hygiene products, communicating their needs, asking for help, etc.*
 - Labelling body parts: *use the correct vocabulary to name their body parts, including genitals.*
 - Changing for swimming – *how to make a space private, correct ways of placing swimming kits avoiding exposing private parts, parts of the body, etc.*
 - Privacy: *what is mine? What spaces are private? How to make a space private?, close the door, staying safe, e-safety, etc.*
 - Spaces at home, at school and out in the community: *label spaces, differentiate activities I do in those spaces, private/public, manners, etc.*
 - Maintaining positive friendships: *appropriate/inappropriate touches, bad touches, consequences, how to say sorry, safe places to touch, how to say NO, etc.*
 - Relax and calming strategies: *benefits of sleeping, trying new/positive ways of calming down: yoga, relaxation, breathing, stretches, sensory activities, etc.*
 - Dangerous situations: *how to respond in an emergency, how to identify dangerous products, how to call 999, basic first aid, cross the road, signs, etc.*
 - Family members: *correct name and role of family members, learning address, writing name of mum/dad/career, etc.*
 - Likes/dislikes: *what makes me feel good?, trying new things, expressing ideas, communicate preferences, etc.*
 - Different relationships: *difference between friends and friendly behaviour, difference between parents and teachers, etc.*
 - Work related training – *preparing for life outside school, taking my own choices, expressing my views, independent living training, etc.*
 - Staying safe when using appliances: *plug/unplug and correct use of different appliances e.g. toaster, kettle, dishwasher, microwave, oven, Hoover, etc.*
 - Friendships – *developing and maintaining positive relationships, appropriate touch when playing, saying NO, communicating issues, problem solving and appropriate language (including sexualised language).*
 - Coping with strong feelings – *changes when growing up, labelling feelings, confusion, feeling alone, etc.*
- A total communication approach will be key when working with students about RSE content. Communicating their needs, asking for help or requesting more information about topics such as personal hygiene, solving problems or using private/public spaces will be situations pupils will face every day.