



## Doubletrees School Relationships Education, Relationships & Sex Education (RSE) & Health Education

*This policy should be read in conjunction with the DfE Relationships Education, Relationships & Sex Education (RSE) & Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers & the SPT Prevent Policy. The SPT Anti-bullying policy, the schools drugs education policy & SPT 14 – 10 offer will also be fully considered.*

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

*This document contains a summary of statutory requirements which needs to form part of the basic school curriculum, integrated within a broad & balanced curriculum (2019). The guidance applies to the following subject areas which inform/ drive our curriculum offer:*

DfE Relationships Education	DfE Relationships & Sex Education	DfE Health Education <b>COMPULSORY Sept 2020</b>
Includes all schools providing primary education, including all-through schools & middle schools	Includes all schools providing secondary education, including all-through schools & middle schools	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools & alternative provision, including pupil referral units
<b>The statutory guidance requires school to define &amp; deliver:</b> Relationships & Health Education – Primary provision ( <i>*Sex Education remains at the discretion of the school</i> ) Relationships & Sex Education – Secondary provision Physical health & mental wellbeing – Primary & Secondary provision		
<b>The breadth of study delivered at Doubletrees School will include:</b>		
Primary provision: <b>COMPULSORY</b>	Secondary provision: <b>COMPULSORY Sept 2020</b>	Primary & Secondary provision:
Families & people who care for me Caring friendships Respectful relationships Online relationships Being safe	Families Respectful relationships, including friendships Online & media Being safe Intimate & sexual relationships, including sexual health*	Physical health & mental wellbeing* include identified within our Primary & Secondary provision: Mental wellbeing* Internet safety & harms Physical health & fitness Healthy eating Drugs, alcohol & tobacco Health & prevention Basic first aid Changing adolescent body
<b>Curriculum links:</b>		
Our scheme of work incorporates elements of the computing & science curriculum. <ul style="list-style-type: none"> <li>• <b>Computing</b> - This important area promotes pupil's understanding of how to stay safe &amp; behave online, underpinning the knowledge &amp; behaviours that can help them navigate the online world safely &amp; confidently regardless of the device, platform or app used, tailoring our teaching &amp; support to the specific needs of our pupils. <b>Online safety Curriculum source:</b> <i>Education for a Connected World - A framework to equip children &amp; young people for digital life – UKCIS (Feb 2018) * Please refer to the SPT Prevent policy for additional information</i></li> <li>• <b>Science</b> - Statutory Science objectives from the National Curriculum are used (objectives identified from the <i>National Curriculum programmes of study found within NC Yr2, 5 &amp; 6</i>; woven through the DT PSHE/ RSE offer). Pupils are encouraged to work scientifically through observation. Pupils will be introduced to the processes of reproduction &amp; growth in animals; the focus is on helping pupils to recognise growth (how different animals, including humans, grow &amp; asking questions about what things animals need for survival &amp; what humans need to stay healthy)</li> <li>• <b>SMSC</b> – Social relationships – school-based rationale &amp; outcomes</li> </ul>		
<b>Online safety Curriculum source:</b>		
Education for a Connected World A framework to equip children & young people for digital life – UKCIS		

*\* DfE - all primary schools should have a sex education programme tailored to the age & the physical/ emotional maturity of the pupils; schools will also want to recognise the significance of other factors, such as special educational needs. On using this advice our school has determined that formal sex education teaching sessions will address the learning needs of pupils/ students who have been identified through formal assessment measures as working within/ above Step 8 B2 Progression Step PSHCE (Health & Well-being) & Step 8 B2 Science/ Biology (see page 8).*

To ensure our curriculum meets the statutory requirements of the DfE/ the needs of our pupils & meets the underpinning values of the school which provides all pupils with informed opportunities to make progress/ embed the skills, knowledge & understanding acquired, we must secure the reason & relevance behind our bespoke scheme delivered from EYFS – Post 16 outlining what it intends to do & the organisation around this to ensure impact is maximised.

### **On-line safety – Education for a Connected World (UKCISS 2018):**

Doubletrees School recognises the vital aspect of on-line safety outlined within this document & therefore is fully incorporated throughout our relationships scheme of work via the effective implementation of the Education for a connected world framework (recommended as good practice in the DfE on-line safety guidance 2019). The outcomes specified by the framework within each safeguarding aspect / key stage have been fully considered. As a result, outcomes have been slowed providing our pupils with a further depth & relevance to their on-line safety offer identified within our scheme of work (EYFS – Post 16) to secure outcomes continue to provide meaning/ relevance in what is taught/ learned & promote their personal safety skills.

<https://www.gov.uk/government/publications/education-for-a-connected-world>

### **Social, emotional & mental well-being:**

It is acknowledged due to the very nature of our pupils some will display complex behaviours due to their compromised social/ emotional/ well-being which will impact upon their communication/ behaviour & emotional resilience.

Each school within the Trust has well-embedded systems/ processes to support the needs identified; these systems & processes include the identification of IEPs (delivery of EHCP outcomes) & the close involvement of a wide range of multi-agency professionals (e.g. – CAMHs team) implementing their advice & guidance. SPT strategies linked to behaviour (well-being plans) & supportive processes (TIS framework) are fully personalised to meet pupil's well-being needs & therefore are not necessarily addressed via planned units of work within our bespoke school offer/ scheme.

The impact of systems/ strategies/ personalised learning outcomes is discussed with parents & professionals during the Annual Review/ Interim Review of the EHCP when the success of such strategies adopted are evaluated; this may include the identification of external support/ guidance with subsequent referrals being made to supporting agencies.

If any teacher considers that further support is required for any pupil in their class, this will be discussed with the Head Teacher; following such discussion the Head will undertake the referral process outlined by the LA/ Health partners, copies of all referrals will be retained by the school, parents will always be consulted before any referral is made.

### **ORGANISATION:**

All pupils at Doubletrees study PSHE/ Relationships Education as part of their academic & pastoral entitlement which includes citizenship & is an essential part of our Curriculum offer. All staff at Doubletrees School are involved in the teaching of PSHCE paying due regard to a pupils chronological age & their developmental stage (this is particularly relevant when teaching RSE & therefore guides our school offer). It therefore seeks to be flexible by being responsive to individual need, developmental need & learning style using pupil's assessment outcomes.

We strive to provide all pupils regardless of their ability, gender or race, with an opportunity to experience the enjoyment, stimulation & opportunities for personal development that the teaching of PSHCE can offer through our curricula subject delivery.

Our school has designed an ambitious foundation & framework which encourages pupils to continue to/ develop the skills to form meaningful relationships enabling them to become increasingly functioning/ active members of a community who are encouraged to develop autonomy around choice making.

All pupils (EYFS – P16) study this subject area via their school offer & is of vital importance in our curriculum; as outlined, the offer is originally derived from DfE statutory Primary & Secondary Relationships framework (September 2020) which outlines the breadth of content which informs our **intent**. To ensure this framework provides meaning/ relevance we have identified how we will deliver this using the 3 themes outlined by the **PSHCE Association** & personalised learning outcomes identified within EHCP translated into IEPs (see below).

<p><b>Curriculum source PSHE Association Themes</b></p> <ol style="list-style-type: none"> <li>1. Health &amp; Wellbeing (inc Health Education)</li> <li>2. Relationships (inc citizenship)</li> <li>3. Living in the Wider World (inc on-line safety)</li> </ol>	<p><b>Curriculum source PSHE Association Themes/ RSE</b></p> <ol style="list-style-type: none"> <li>1. Puberty</li> <li>2. Life Cycles &amp; Changes</li> <li>3. Personal Autonomy &amp; Safety</li> <li>4. Sexual Health including Contraception</li> </ol>	<p><b>Cross Curricula links National Curriculum SCIENCE (Biology)</b></p> <p><b>Year 2</b> - Notice that animals, including humans, have offspring which grow into adults</p> <p><b>Year 5 &amp; 6</b> - Describe the differences in the life cycles of a mammal, an amphibian, an insect &amp; a bird Describe the life process of reproduction in some plants &amp; animals <b>SMSC</b></p>	<p><b>Personalised learning which address EHCP outcomes</b></p> <p><b>Key areas:</b> Communication &amp; Interaction SEMH</p>
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### PERSONALISED LEARNING PATHWAYS:

How PSHE/ RSE / Citizenship is studied is formally identified by the school through personalised learning pathways underpinned by the SPT offer L2L, R2L, B2L, which determines the curriculum delivered. These pathways acknowledge that for some pupils there is a need to address their developing understanding of very early PSHE/ RSE concepts identified within the SEMH (Social & Emotional affection strands – L2L underpinned by the SPT offer; this offer demonstrates compliance with the DfE statutory guidance The Engagement Model – September 2020).

#### L2L:

In order to establish these early concepts (pre-requisites to subject specific learning) requires teachers to examine pupil's skills of engagement using the main principles outlined within the Engagement Model (statutory guidance DfE 2020) & SPT observational framework. This curriculum policy therefore needs to be read in conjunction with the SPT offer which outlines the intent of our personalised learning pathways for such pupils who we describe as Learning2Learn (L2L).

#### EHCPs/ IEPs:

To further reduce many of the barriers to learning experienced by our pupils we will additionally use outcomes identified within EHCPs (SEMH aspects) to design IEPs in conjunction with parents/ carers, which fully implement any recommendations inherited from members of a multi-agency team who may support our pupils – e.g. – Educational Psychologist. The school will work alongside such agencies recognising the input they will have in bringing in specialist knowledge & different ways of engaging with young people – e.g. - Brook (sexual health & well-being for under 25's).

<https://legacy.brook.org.uk/find-a-service/regions/cornwall>

In achieving this, we recognise we can identify/ fully differentiate targets for each pupil (within our R2L cohort) to improve their capacity to learn/ achieve/ make progress over time in their interpersonal/ relationships skills aimed at developing their skills, knowledge & attributes which will help them thrive as individuals, family members & members of society.

The guiding principles which informs our PSHCE/ RSE offer are based upon the QoE framework judging the intent, implementation of this area of this curriculum area at Doubletrees school & its impact upon

the detailed knowledge/ skills pupils obtain which prepares them well for their next stage of education, employment or training. As outlined our PSHE/ RSE offer additionally considers all recommendations outlined within the PSHCE Association & associated core themes outlined.

### **CORE THEMES:**

- Health & well-being (Health Education)
- Relationships (including citizenship)
- Living in a wider world

### **CURRICULUM INTENT:**

Our breadth/ depth of offer will enable pupils to develop/ further develop their key skills & conceptual understanding of PSHE/ Relationships including where appropriate Relationships, Sex Education (RSE) & Citizenship. Our overarching intent will encourage pupils to develop their skills to:

- develop, form & maintain appropriate relationships
- recognise relationships that are less healthy, including those that may be formed on-line
- maintain good physical, mental & emotional health & wellbeing
- develop ways of keeping physically healthy & emotionally safe & ways to maintain this
- identify ways to seek help & support relating to their personal health & well-being which may include basic principles of first aid
- understand the roles of others particularly health professionals
- understand appropriate behaviour/ personal safety issues which relate to online safety
- become confident in their ability to establish positive & respectful relationships, developing greater personal autonomy & independence
- identify/ manage risks including on-line safety (link to on-line safety policy/ offer)
- prepare for/ manage changes to their body
- develop important functional/ coping skills which can be used/ applied in wider settings
- develop & maintain a variety of healthy, respectful relationships, within a range of social/ cultural contexts
- develop the skills to understand important decisions in the relationships they make
- respect equality & diversity in everyday life & within their personal relationships
- respect equality & to be a productive member of a diverse community
- learn about where money comes from, keeping it safe & the importance of managing it effectively
- how to make informed choices & be enterprising & ambitious

The three strands which inform our offer from KSI (Yr2) – KS4 build upon the Early Years Foundation Stage Learning (including Yr 1), each strand is informed via a rationale (EYFS – KS2 & KS3 – Post 16) which ensure each area provides meaning/ relevance for our school population, securing each strand will enable pupils to continue to develop their skills building upon previously acquired skills, knowledge & understanding at each key stage (learning becomes embedded into long term memory).

### **HEALTH & WELL-BEING:**

**INTENT** - The area of health & well-being will aim to provide pupils with the information they need to develop the skills & knowledge to enable them to make good decisions about their own health & well-being including mental/ emotional well-being & ways to stay safe on-line. This aspect will also include providing pupils with the information/ guidance on how to seek support if needed; our work will include information about drugs & alcohol. Our scheme will provide pupils with the opportunity to develop the key skills needed to work towards/ achieve/ apply important personal & health care routines & independence within these.

### **RELATIONSHIPS (including Citizenship):**

**INTENT** - To provide pupils with the information they need in order to allow them to develop/ form meaningful, respectful, positive & safe relationships, that such relationships can take many forms & can widen & change over time (including behaviour associated with on-line relationships). Pupils will be

encouraged to understand what forms a positive, safe relationship & develop the attributes to uphold such relationships. Our scheme will encourage pupils to consider how relationships can change over time particularly from childhood to adulthood, how behaviours & attitudes formed can impact upon emotional & mental well-being. This aspect will encourage our pupils to begin to identify & develop their skills which enable them to respect the differences & similarities between them/ others through the promotion of the development of key skills & understanding of the term 'relationships' & the part they play in them.

### **LIVING IN A WIDER WORLD:**

**INTENT** - To provide pupils with the information they need to be able to acquire further knowledge to promote the development & understanding of key skills relating to citizenship examining aspects of personal safety/ responsibility, rules, rights/ wrongs, & how they can make an active contribution leading to opportunities for further/ greater economic well-being. Through such study we will provide opportunities for pupils to make more informed decisions building their self-efficacy, to further their resilience, to begin to understand/ know/ how/ when to ask for help which will include aspects of on-line safety/ use.

### **CROSS CURRICULAR LINKS:**

We recognise PSHCE education should not necessarily be planned in isolation as it is most effective in a 'health promoting school' culture where links are made with other relevant subjects to ensure consistency & continuity for pupils. As such, PSHCE education at Doubletrees is identified through much of our curriculum offer (cross curricula approach) & personalised learning routes designed for our pupils. These include but are not limited to direct links with science & computing (on-line safety), with additional important links identified within PE, Design Technology, RE (including community cohesion) & SMSC.

Many of our school policies additionally address the promotion of the development of interpersonal skills & skills of safety – e.g. – behaviour policy, anti-bullying policy alongside our statutory duty to safeguard pupils including when on-line & in promoting equality; such policies will always be duly considered by the school.

### **SAFEGUARDING:**

All strands of our curriculum offer identify safeguarding outcomes which reinforce the content of the unit being addressed; these outcomes relate to the development of pupil's skills, knowledge & understanding in ways they can learn to keep themselves safe (these are identified/ published in red). As with all learning outcomes; teachers delivering this curriculum to all cohorts of pupils will identify planned learning sequences which are personalised to encourage the pupils to develop personal safety skills based upon assessment outcomes.

It is the responsibility of **any** member of staff to immediately raise any safeguarding concerns relating to the delivery of this subject area logging such concerns within CPOMs. Staff will be expected to discuss any concerns with the DSL/ DDSL or, if this is related to subject content with the middle leader for this subject area. Subject content may lead to unexpected responses/ questions from pupils which may indicate a welfare concern.

### **IMPLEMENTATION:**

The design & rationale of the curriculum informs the implementation of our offer at each key stage. Our Long-Term planning framework identifies a clear overview of the three core areas which are delivered at each key stage (EYFS – Post 16) to ensure all learning remains sequenced & well-planned (pupils build upon their previously acquired skills). This structure provides the teaching staff with a clear focus upon the frequency of delivery. Class timetables will clearly outline the delivery of this subject area.

### **PSHCE Long Term Planning (School Offer EYFS – Key Stage 4):**

Autumn	Spring	Summer
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Units of work	Units of work	Units of work
Relationships	Living in the Wider World	Health & Wellbeing

## UNITS OF WORK:

Units of work at each key stage are informed via 'end points' (WALT – We Are Learning To). These 'end points' guide each teacher on their understanding of what needs to be delivered/ lesson content; this structure secures all units of work delivered remain outcome led & remain part of a well-planned sequence for each pupil, enabling them to build upon previously delivered content securing effective implementation of the DfE Relationships guidance. Teachers will use the MT planning template identified in the SPT Teaching & Learning policy to plan their lessons/ differentiate learning outcomes.

## EYFS/ Yr 1:

It is acknowledged the area of PSHE/ Relationships does not currently specify the development/ attributes for EYFS pupils; as such our delivery of this area focuses upon the areas of PSED & PD. Through our work we will promote the knowledge & understanding in the key areas outlined within the Development Matters documentation understanding that our pupils develop at their own rates, & in their own ways. Through our overview we have identified a rationale/ outcomes within the strands of health & well-being, relationships & living in the wider world which informs the teaching delivery in this area of the school which prepares our pupils for their next stage as they move into KS1 (Yr 2).

## Post 16 Health wellbeing & relationships

*This aspect of our curriculum needs to be read in conjunction with the SPT 14 – 19 offer*

Our health wellbeing and relationships offer is taught at Post 16 as a discreet strand of our curriculum; prior to this Health, wellbeing & relationships is delivered via the bespoke PSHE/ RSE curriculum offer up to Key stage 4. This curriculum ensures there is a clear, planned sequence in learning governed by identified 'end points' in all units of work addressed; through such means we can secure the breadth/ depth & balance in what is delivered provides opportunities for all students to build upon previously addressed learning with the continued focus upon what they know/ can do apply/ generalizing/ extending learned skills within wider environments with greater fluency securing our offer remains functional.

## SPT Post 16 INTENT:

Although the PSHE Association does not currently specify long term aims for Post 16 we continue to acknowledge the core overarching themes which identifies the key concepts & skills that underpin PSHE education helping our school fulfil its statutory responsibility to support pupils' spiritual, moral, cultural, mental & physical development & prepare them for the opportunities, responsibilities & experiences of later life post school (PSHE association June 2016).

Within our school we aim to provide our students with opportunities to develop/ further develop the key skills outlined within the PSHE statutory guidance published by the DfE September 2020 to encourage them to develop / further develop a positive self-image, make choices/ decisions, keep themselves safe (including drugs/ alcohol) & develop their personal autonomy. There will be a particular focus upon developing students' awareness of the importance of health & well-being including physical well-being, to enable them to lead more healthy, safe, fulfilling, responsible & balanced lives offering them the opportunity to make more informed choices/ further develop their personal autonomy & independence.

Aspects of our offer will address the development of relationships skills with a focus upon developing students understanding of relationships/ sex education with the formal teaching delivery of Sex Education planned when assessment determines students are cognitively ready for the information being presented underpinning the principles found earlier on in our scheme of work (identified via assessment outcomes). The breadth of study within health, well-being & relationships will additionally



encourage students to develop their personal interests, hobbies & pastimes through focused projects (e.g. – whole school charity events, designing/ making crafts for pop up shop/ spring fair) leading them to widening such interests leading to informed choice/ decision making. Through the structured delivery of our modules of work we evidence that our schools fulfil their statutory responsibility to support pupils’ spiritual, moral, cultural, mental & physical development & prepare them for the opportunities, responsibilities & experiences of life.

This key stage represents our final opportunity to ensure that young people have real competence in the skills, language & strategies, & extend the knowledge & understanding they have been developing throughout their PSHE education to maintain healthy lifestyles, relationships & develop personal interests.

To ensure the curriculum is relevant to our students & meet their diverse needs we have identified via our planning the design of bespoke modules in the following areas:

<b>Area:</b>	<b>INTENT/ RATIONALE:</b>
<b>Keeping Healthy 4 Life</b>	<i>To be able to make informed choices about how to have/ maintain a healthy lifestyle (includes PE)</i>
<b>Relationships 4 Life</b>	<i>To stay safe &amp; be able to make informed choices about healthy relationships &amp; friendships</i>
<b>Exploring Personal Interests 4 Life</b>	<i>To develop &amp; enhance interests &amp; hobbies for life</i>
<b>Religion 4 Life</b>	<i>To develop an understanding &amp; awareness of the importance of religion, spirituality &amp; culture on our own &amp; others’ lives</i>

#### **IMPLEMENTATION:**

Each of the areas identify bespoke modules which form part of the SPT 14 – 19 offer for Health, wellbeing & relationships. It is important these secure relevance & appropriateness in the curriculum being delivered whilst ensuring that the learning being addressed continues to be part of a well-planned sequence. The table below details the modules that make up each area of the health, wellbeing & relationships curriculum.

#### **MODULE OFFER:**

<b>Area:</b>	<b>Module:</b>	<b>Post 16:</b>
<b>Keeping Healthy 4 Life</b>	Enjoying Sport	1. Explore a range of sports 2. Teamwork 3. Developing my skills 4. Sport & my body
	Eat well	5. Nutrition - understanding my body 6. Maintaining a healthy diet 7. Planning & preparing healthy meals
	Being 'Me'	8. Self confidence 9. Self-improvements
<b>Relationships 4 Life</b>	Healthy Relationships	10. Making friends 11. Safe friendships 12. My family 13. Forming relationships
	Social Skills	14. Co-operation 15. Teamwork 16. Listening skills 17. Decision making 18. Responsibility
<b>Exploring Personal Interests 4 Life</b>		19. Art 20. Culture & Travel 21. The Natural World 22. Science & Technology





CPSAE1 - Developing community participation skills: participating in sporting activities	DPSE 1 - Dealing with problems	DSAE 1 - Developing self-awareness: all about me	GOPE 1 - Getting on with other people
RARE 1 - Rights & responsibilities: everybody matters		ISPPE 1 - Using interpersonal skills to contribute to positive relationships	

### Post 16/ Functional skills:

As outlined within our SPT Post 16 offer it is essential we encourage our students to use/ apply/ embed their functional literacy & numeracy skills; each module of work will therefore identify the key element of the functional skills area which will be addressed; functional skills will be rehearsed during core skills sessions delivered each morning with all R2L students.

### ASSESSMENT – Relationships & RSE:

Doubletrees school acknowledges the vital importance of pupil assessment to ensure all pupils build upon what they already know & can do (baseline); assessment will be used to plan personalised learning sequences enabling pupils to continue to work towards the 'end points' identified within the units for each strand of the PSHE curriculum & map pupils progress towards these. The school will use the existing assessment principles outlined within the STP PARRCs policy, assessing pupils progress over time following each teaching session within the personalised planned learning sequence identified for each student (formative assessment).

Pupil's progress (formative & summative assessment) will be assessed using the B<sup>2</sup> assessments (EYFS, Engagement & Progression steps including progress within Science), Adult B<sup>2</sup> (if/ as appropriate) & the Post 16 assessment identified through the bespoke units of work found within the school's Post 16 curriculum. Pupils will also be assessed using the EYFS Profile within their Reception Year.

### Assessment streams:

#### IEPs:

As recognised many areas of the PSHCE/ RSE scheme of work will need to be addressed daily; as a result, some areas will be delivered through the use of IEP's to further secure an informed approach to this important area of our curriculum; progress over time will be reported to parents/ carers using the SPT criteria for emerging, expected or exceeded progress. It will be the HTs responsibility to collate all IEP data reporting progress within these bespoke targets to the Trustees/ LGB each term.

PSHE/ RSE			
EYFS & Year 1	KS1 – KS3	Key Stage 4 – Post 16	L2L
<p>Pupils within Early Years will be assessed using the phases of development within the Prime area of learning PSED &amp; PD (Physical Development); pupils will be additionally assessed in the B<sup>2</sup> EYFS areas of:</p> <ul style="list-style-type: none"> <li>(PSED) Self-confidence &amp; self-awareness</li> <li>Managing feelings</li> </ul>	<p>Pupils within KS1 (Yr 2) – KS3 will be assessed using the B2 assessment areas (Steps 1 – 10):</p> <ul style="list-style-type: none"> <li>The Wider Community</li> <li>Relationships</li> <li>Health &amp; Well-Being</li> </ul>	<p>Students will rehearse &amp; apply their skills in preparation for adulthood, as they gain increasing independence.</p> <p>Students will be encouraged to further develop their skills &amp; then apply the knowledge &amp; skills they have learnt, within a wider environment;</p>	<p>Pupils within our L2L cohort will be assessed within the B<sup>2</sup> Engagement Steps within the areas of Cognition &amp; Learning (development of the 5 aspects of engagement skills) &amp; the area of SEMH:</p> <ul style="list-style-type: none"> <li>Social affection</li> <li>Emotional affection</li> </ul>

& behaviour <ul style="list-style-type: none"> <li>• Making relationships</li> <li>• (PD) Moving &amp; development</li> <li>• Health &amp; self-care</li> </ul>		assessment of progress will be identified via the bespoke modules of work delivered within the bespoke Health, well-being & relationships scheme designed by the SPT.	
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Science:			
EYFS & Year 1	KS1 (Yr 2) – KS3	Key Stage 4 – Post 16	L2L
<ul style="list-style-type: none"> <li>• Understanding the world</li> <li>• People &amp; communities</li> <li>• The world</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Biology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Key Stage 4:</b> N/A</li> <li>• <b>Post 16:</b> N/A</li> </ul>	Pupils within our L2L cohort will be assessed within the B <sup>2</sup> Engagement Steps within the areas of Cognition & Learning (development of the 5 aspects of engagement skills) & the areas of SEMH: <ul style="list-style-type: none"> <li>• Exploration</li> <li>• Realisation</li> <li>• Anticipation</li> <li>• Persistence</li> <li>• Initiation</li> </ul>

### KEY VOCABULARY:

PSHE/ SRE has a vital role to play in helping children develop a vocabulary they can use to communicate comfortably, respectfully & accurately about the human body, growing up, sex & relationships. This is only possible if adults teaching SRE are able to model use of this type of vocabulary; key vocabulary will be shared with parents, particularly before structured RSE lessons are commenced.

Each unit of work within our Relationships/ RSE curriculum areas therefore depict the key vocabulary which staff are recommended to use in delivering this scheme of work; through the consistent use of such vocabulary we aim to promote a developing understanding of the key skills/ concepts outlined in pupil's developing understanding of relationships. The key vocabulary will also promote the social acceptance of vocabulary used particularly in relation to body parts & what pupils will begin to hear as they widen their social experiences/ environments. As part of our RSE curriculum, which is closely linked to the personal care and toileting routines that we have in school, staff will be using the correct terminology for private body parts, such as: vagina, penis and breasts. Pupils may well use different terminology in their current vocabulary, although this will not necessarily be discouraged staff will acknowledge the terminology used & offer the more conventional word – e.g. - willy/ penis.

### RESOURCES:

Part of the roles/ responsibilities of the subject coordinator (middle leader) will be to support teachers in their effective delivery of the learning outcomes designed for each pupil through the identification of key resources within all curriculum areas – e.g. – teaching/ learning aids/ ICT programmes/ appropriate reading material & information etc. The school recognises that many aspects of this scheme will be addressed via personalised learning outcomes identified from EHCPs (e.g. – IEPs); as such the class teacher will determine the appropriate resources required. When appropriate resources cannot be located by the class teacher, they will liaise with the Relationships coordinator or appropriate agency – e.g. - school nurse/CAHMs case worker/ parents to discuss.

Please see the attachment at the end of APPENDIX 2 to see photos and information regarding some of the RSE/PSHE resources we use in school.

Additional resources may need to be obtained by the subject leaders responsible for Science, PE, RE, DT & Computing to support the delivery of PSHE, aspects of which have been identified through a cross curricula approach securing subject learning remains inter-connected.

If the school uses any visiting speakers it will adhere to the requirements outlined within the SPT visitors policy & SPT Prevent policy to ensure safeguarding remains effective.

#### **ACCREDITATION/ QUALIFICATIONS KS3 & 4: (please refer to the SPT Accreditation/ qualifications offer)**

The Doubletrees scheme of work identifies potential units of accreditation from KS3 within all three strands; all accreditation delivered will be informed via the SPT accreditation offer outlining the intent, implementation & impact of modules studied, all accreditation awarded will therefore, add value to learning outcomes pursued. Each unit of work addressed via our bespoke Key Stage 4 offer within Health, well-being & relationships scheme identifies potential modules of accreditation which can enhance subject delivery/ student's skills, knowledge & understanding within this area. Teachers will select appropriate modules from the accreditation pathways followed by the school.

#### **RELIGION & BELIEF:**

Our school has a good understanding of pupils' faith backgrounds via the information received from parents/ social care colleagues; our teaching will therefore consider the religious backgrounds of all pupils when planning the teaching delivery of this area of our curriculum, so that the themes /units of work/ content are appropriately handled.

Doubletrees school will ensure it complies with the relevant provisions of the Equality Act 2010, under which religious beliefs are among the protected characteristics. <https://www.gov.uk/guidance/equality-act-2010-guidance> If any member of staff is unsure of the content of units & the potential impact of this curriculum offer upon pupil's religious beliefs, they will discuss this with immediate affect with the HT/ subject coordinator of the school before proceeding with any subject delivery, checking the teaching content of the unit accordingly.

Our PSHE/ RSE offer will ensure no pupil is disadvantaged by the curriculum they study; staff within the school will ensure all teaching underpins the protected characteristics outlined SPT equal opportunities policy & subsequent guidance  
[https://www.specialpartnership.org/web/our\\_policies/248022](https://www.specialpartnership.org/web/our_policies/248022)

#### **IMPACT:**

Through our Relationships Education, Relationships & Sex Education (RSE) & Health Education offer we anticipate pupils will:

- Make progress from their different starting points, embedding key skills, knowledge & understanding to long term memory
- Build upon prior knowledge & understanding (their current skills/ abilities)
- Enjoy their learning & engage well
- Develop a greater understanding of the importance of good emotional/ mental health & the contribution they can make in maintaining this
- Develop a greater understanding to make informed choices about how to live safe, active, healthy & fulfilling lifestyles
- Develop/ identify ways to seek help & guidance relating to their personal health, safety & well being
- Develop/ extend their skills, knowledge & understanding of staying safe whilst on line
- Develop a greater understanding of different types of relationships & their contribution to them
- Develop/ understand that some types of relationships involve choice making/ consent

- Begin to/ apply skills learned using & generalising PSHE knowledge & understanding confidently within their day to day lives
- Extend their knowledge & understanding of economic well-being

### **Working with Parents:**

To ensure we work effectively with parents in the delivery of our PSHE/ RSE scheme of work we will publish our offer upon the school's web site; parents will be encouraged to contribute to the school policy. Parents who wish to find any further information regarding the school's offer will be encouraged to contact the school to meet with the subject coordinator & Head Teacher (if/ as appropriate).

Letters outlining our RSE offer can be found in APPENDIX 2 and will be sent out to parents yearly. Half-termly class letters will also outline to parents any upcoming PSHE/RSE lessons.

Any parent wishing to withdraw their child from any aspect of RSE will be encouraged to follow the protocols outlined on page 13 of this policy.

Information published will additionally include:

- Understanding Relationships and Health Education in your child's primary school: a guide for parents
- Understanding Relationships, Sex and Health Education at your child's secondary school: a guide for parents

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812594/RSE\\_secondary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf)

### **REPORTING PUPIL PROGRESS:**

Reporting of pupil progress achieved in this area of the curriculum (including RSE where appropriate), will be undertaken at the end of the academic year via the school's annual report to parents established by the school. Parents will also have the opportunity to discuss their child's progress in this area via the EHCP Annual Review when outcomes relate to the implementation of outcomes which have been designed into IEPs. Pupils who benefit from the SPT L2L offer will receive a report outlining progress within Cognition & Learning (Engagement) and SEMH aspects; the school will use the agreed SPT report format.

Parents are provided with the opportunity to contact the school via the RSE letters sent out by the class teacher before teaching any RSE unit commences; through such means there will be the opportunity to discuss potential progress in the area planned to be delivered.

### **RSE Rationale (bespoke School Offer):**

*Sex education is not compulsory in Primary schools*

We acknowledge that pupils with learning difficulties will experience all the normal biological & psychological changes associated with sexual development, & in this respect may well experience the same needs & desire as any other member of the population.

The area of Relationships, Sex Education (RSE) will provide some pupils with the information they need in order to allow them to further understand the human life cycle & the process of the beginnings of life cycles (human reproduction). This will include preparing pupils for the physical changes to their bodies & how to manage these (e.g. – personal care/ self-help routines/ menstruation); this will include a focus upon information relating to emotional changes they may well experience. Additionally, pupils will be provided with the information which will help them to form/ experience meaningful relationships (which may include sexual relationships/ on line relationships). We additionally acknowledge Relationships & Sex Education can play a vital part in helping some pupils to take on the roles

associated with adulthood; some aspects will prepare them well for this & are included in the National Curriculum area of Science (compulsory programmes of study found within Key Stage 2); as such parents are not able to remove their pupil from NC subject areas – e.g. - Science.

**Cross Curricula links**  
**National Curriculum SCIENCE (Biology)**

**Year 2** - *Notice that animals, including humans, have offspring which grow into adults*  
*Identify, name, draw & label the basic body parts & say which parts of the body are associated with each sense*

*Notice that animals, including humans, have offspring which grow into adults*  
**Year 5 & 6** - *Describe the differences in the life cycles of a mammal, an amphibian, an insect & a bird*  
*Describe the life process of reproduction in some plants & animals*  
*Describe the changes as humans develop to old age*  
*Learn about the change experienced in puberty*

**SMSC (please refer to the school's SMSC offer)**

**Social Skills (Social development):** aimed at pupil's social development through the promotion of a sense of belonging. By providing an environment where pupils are empowered to take responsibility for themselves/ others encouraging them to further develop their initiative & independence through their communication. Our ultimate aim is to enable our pupils to care & act responsibly towards each other & respect others views & if necessary being able to resolve difficulties & differences.

**Our aims of Social development will encourage the pupils to further develop their skills & abilities to:**

- Understand the importance of core values & qualities which are valued in our society
- Value diversity & equality respecting social differences & similarities
- Understand citizenship & to experience being part of a caring community & consider the importance of rights & responsibilities
- Relate to others, show sensitivity to the needs & feelings of others
- Work successfully as a member of a team or group interacting purposefully with others
- Share views & opinions with others; resolve difficulties & differences
- Reflect upon their contribution to a team, group, community
- Show respect for people, living things, property & the environment
- Realise there are things each person can do well

Our school does however, recognise that pupils will need to have a level of cognitive understanding which will enable them to meaningfully comprehend the formal areas being addressed; this area of RSE is therefore delivered when the school has identified through robust assessment outcomes that pupils will access the scheme of work written when developmentally/ emotionally ready (assessment will determine this as when pupils/ students are functioning within/ beyond B<sup>2</sup> Progression Step 8 in both Science & PSHE). Our school has therefore determined:

***The formal teaching of Relationship Sex Education\* will therefore address the learning needs of pupils/ students who have been identified through formal assessment measures as working within/ above Step 8 B<sub>2</sub> Progression Step PSHE (Health & Well-being) & Step 8 B<sub>2</sub> Science/ Biology.***

**ORGANISATION – DfE requirements:**

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

The DfE statutory Relationships Education, Relationships & Sex Education (RSE) & Health Education outlines:

*Requirement of Relationships & sex education RSE) states that all secondary schools must provide RSE as part of the basic curriculum & must meet the requirements of National Curriculum Science.*

*Governing bodies & head teachers of maintained primary schools must decide whether RSE, beyond that set out in National Curriculum Science should be included in the school's curriculum, & if so, what it should consist of & how it should be organised.*

*RSE is compulsory from age 11 onwards; it involves teaching children about reproduction, sexuality & sexual health. Some parts of RSE are compulsory; these are part of the National curriculum for Science. Parents can withdraw their children from all other parts of RSE if they want. In delivering RSE schools are currently required to have the Sex & Relationship Guidance, published in 2000.*

### **Parents' rights to withdraw a child from RSE:**

#### **Pages 17 & 18 DfE 2020 - Relationships Education, Relationships & Sex Education (RSE) & Health Education outlines:**

*Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (but not to withdraw their child from Relationships Education, Health Education or Science); but young people can over-ride this from three terms before their sixteenth birthday. Before granting any such request it would be good practice for the head teacher to discuss the request with parents &, as appropriate, with the child to ensure that their wishes are understood & to clarify the nature & purpose of the curriculum. Schools will want to document this process to ensure a record is kept.*

*Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education & any detrimental effects that withdrawal might have on the child. This could include any social & emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).*

*Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to & until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.*

*This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.*

*Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, **other than as part of the science curriculum**. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.*

### **LETTERS TO PARENTS – APPENDIX 2:**

Doubletrees School has designed letters which all teachers who plan to deliver RSE will send to parents before teaching units of work commences. The letters outline the unit of work which enables parents the opportunity to contact the school before the teaching module commences to find out further information if/ as needed. Half-termly letters sent from class teachers will also outline the PSHE/RSE topics that will be covered each half term.

### **INTENT OF RSE CURRICULUM:**

Our breadth/ depth of offer will enable pupils to develop/ further develop their key skills & conceptual understanding of RSE. Our overarching intent will encourage pupils to develop their skills to:



- maintain good physical, mental & emotional health & wellbeing
- understand the roles of others particularly health professionals
- develop ways of keeping physically, emotionally safe
- understand appropriate behaviour/ personal safety issues which relate to online safety
- become confident in their ability to establish positive & respectful relationships
- identify/ manage risks (link to on-line safety policy/ offer)
- prepare for/ manage changes to their body
- develop & maintain a variety of healthy, respectful relationships, within a range of social/ cultural contexts
- develop the skills to understand important decisions in the relationships they make
- respect equality & diversity in everyday life & within their personal relationships
- respect equality & to be a productive member of a diverse community
- learn about where money comes from, keeping it safe & the importance of managing it effectively
- how to make informed choices & be enterprising & ambitious

### CORE THEMES:

#### Curriculum areas Curriculum Association Themes/ RSE

Puberty  
Life cycles & Changes  
Personal Autonomy & Safety  
Sexual Health including Contraception

### PUBERTY:

**INTENT:** To provide pupils with the information they will need to prepare them for the physical changes to their own bodies during puberty (male/ female), drawing on knowledge of the human life cycle set out in the NC for science – how a baby is conceived & born. This aspect will also include guidance on menstruation (what to do & who you can ask for help – focused development on functional skills). Through their course of study, we aim to provide students with information relating to the emotional changes they will experience, examining the reasons why these changes happen & impact on themselves/ others (mood swings, periods, wet dreams & the reproductive system).

### LIFE CYCLES & CHANGES:

**INTENT:** To develop students understanding of the human lifecycle including the function/ facts associated with conception (pregnancy) & ways to obtain further information to help them stay safe/ form healthy & respectful relationships. Through our work we will provide students with the information they need to understand the process of the beginning of life cycles (human reproduction) related to conception, pregnancy & birth; when students are at the identified developmental level (assessment outcomes), they will be encouraged to further develop the knowledge & understanding of ways to help maintain their personal safety with the ability to identify potential risks in the relationships they may form.

### PERSONAL AUTONOMY & SAFETY:

**INTENT:** To develop our students understanding of the changes in the way they may feel as they go through puberty, & some of the ways they can begin to deal with their feelings enabling them to develop the skills to express such feelings with increasing knowledge/ confidence & remain safe. To provide our students with the information they need to be able to develop healthy adult relationships safely enabling them to recognise key characteristics & positive aspects of healthy relationships & how relationships will differ. To provide students with the information needed to be able to develop/ sustain healthy adult relationships & express their sexuality & personality safely, seeking help & guidance if/ as necessary.

## SEXUAL HEALTH INCLUDING CONTRACEPTION:

**INTENT:** To continue to provide pupils with the information they will need to recognise/ know when they are unwell & where/ how to seek help/ guidance which will promote their personal autonomy & independence in maintaining their health & physical/ emotional well-being. To encourage pupils to reflect on/ understand a wide range of emotions. To provide students with an overview of the role of people who can help them including the emergency services to assist their developing personal autonomy & independence. We will encourage students to build upon their developing skills, knowledge & understanding extending such understanding to include the importance of maintaining good personal health (leading to a greater functionality/ application of skills). There will be a particular focus upon personal responsibility in relationships & ways students can help themselves stay safe; to recognise the function of contraception & their responsibilities within this. To continue to promote the understanding of the role of health professional who can help contribute to their personal safety & autonomy in health-related decisions made.

## SAFEGUARDING:

All strands of our RSE curriculum offer identify safeguarding outcomes which reinforce the content of the unit being addressed; these outcomes relate to the development of pupil's skills, knowledge & understanding in ways they can keep themselves safe (these are identified/ published in red). As with all learning outcomes; teachers will identify personalised planned learning sequences which encourage the pupils to develop personal safety skills regardless of cohort.

## IMPLEMENTATION – KS2 – POST 16:

To ensure pupils develop their fundamental skills, knowledge & understanding of RSE our scheme has published a long-term planning overview which addresses the following units of work from Key Stage 2:

## LONG TERM PLANNING:

<b>Puberty &amp; change</b> <b>Key stages 2 &amp; 3</b>	<b>Life cycle &amp; changes:</b> <b>Key Stages 3,4 &amp; P16</b>	<b><i>Personal autonomy &amp; Safety: Key Stages 3,4 &amp; P16</i></b>	<b>Sexual Health including Contraception (Knowing the Role of the Health Professional) - Key Stages 2, 3, 4 &amp; P16</b>
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## UNITS OF WORK:

Units of work at each key stage are informed via 'end points' (WALT – We Are Learning To). These 'end points' guide each teacher on their understanding of what needs to be delivered/ lesson content; this structure secures all units of work delivered remain outcome led & remain part of a well-planned sequence identified for each pupil, enabling them to build upon previously delivered content securing effective implementation of the DfE Relationships guidance. Teachers will use the MT planning template identified in the SPT Teaching & Learning policy to plan their lessons/ differentiate learning outcomes.

<b>Key Stage</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>2</b>	<b>Puberty</b> Puberty & body changes including periods How a baby is conceived/ born*	<b>Life cycles &amp; changes</b> Lifecycles (taught through statutory science unit)	<b>Sexual health including contraception</b> Healthy living/ healthy life styles
<b>3</b>	<b>Life cycles &amp; changes</b> Reproduction – The Human Lifecycle (taught through statutory science	<b>Puberty</b> Puberty & body changes including periods & wet dreams <b>Personal autonomy &amp;</b>	<b>Sexual health including contraception</b> Role of the health

	unit)	<b>safety</b> Masturbation including public & private	professional
<b>4</b>	<b>Life cycles &amp; changes</b> Reproduction, conception, pregnancy & birth (taught through statutory science unit)	<b>Personal autonomy &amp; safety</b> Sexual & non-sexual relationships	<b>Sexual health including contraception</b> Maintaining good personal health
<b>Post 16</b>	<b>Life cycles &amp; changes</b> Making good choices How to look after yourself Where to get help & support	<b>Personal autonomy &amp; safety</b> Sexual relationships Sexual expression Keeping yourself safe	<b>Sexual health including contraception</b> Sexual health Contraception STI's & staying healthy including health checks screening/checking

*Parental permission will be obtained before any formal Relationships; Sex Education classes commence; parents will be offered the opportunity to view all Medium-Term plans associated with this subject before any teaching commences.*

Our highly structured Relationships Sex Education scheme of work will provide a context & vocabulary for exploring relationships & decision making with opportunities to re-visit the main themes which underpin our curriculum, throughout their school career (from Key stage 2). We strongly believe this will become the platform which encourages our pupils to begin to communicate any worries & concerns & begin to consider their personal safety & well-being. It will additionally offer opportunities to enable the pupils to find appropriate ways to form relationships through childhood & into adult life, practicing & rehearsing their skills, thinking through consequences & possible alternatives & to practice interpersonal skills in a safe environment in an informed way.

The school offer identified, must also consider individual needs & behaviour which may be displayed; e.g. – when issues are identified relating to public/ private. At such times the class teacher will address teaching content relevant to the situation (e.g. – appropriate/ less appropriate touch/ personal space/ wanting to treat someone as their girl/ boyfriend) in situ. Our RSE units of work identifies outcomes in addressing more specific work described in relation to sex education – e.g. – safe relationships/ pregnancy/ contraception/ seeking help.

### PERSONAL SAFETY:

As previously outlined our units identify the skills pupils will need to develop in relation to their personal safety & well-being; these are highlighted in red. This enables the teachers to consider pupils' skills, knowledge & understanding in relation to looking after themselves & keeping safe which allows all teaching to consider the developmental stage of our pupils – e.g. - *I can demonstrate understanding of what is safe to eat & drink / I can demonstrate understanding of the roles of different people that help us.*

### STRUCTURED RSE TEACHING SESSIONS:

It is anticipated that all staff will use the identified vocabulary within each module being delivered to ensure pupils learn the correct terminology for body parts/ friendships etc. Due to some planned content pupils may find they do not necessarily have the correct terminology/ understanding to respond to subject content accordingly.

The school will produce a pupil charter (rules) which will help all pupils develop their skills, knowledge & understanding in this area which encourages them to respond to less known/ understood concepts. Pupil's responses will be acknowledged, using such responses to provide opportunity to learn more acceptable terminology/ use of questioning. The charter will be introduced at the start of each session to help guide responses to planned content – e.g. – thank you for ..., what we need to say is..., can you remember that next time... etc; therefore, effectively scaffolding skills. This charter will be published in pupil friendly form to further enable/ encourage greater understanding.

**Doubletrees pupil charter (Appendix 1)**  
**In our relationships lesson we will:**

- remember to use key words
- be kind to each other
- listen to each other
- not ask personal questions
- always say if we feel worried
- take care with information we share about ourselves
- remember that we can ask about things in private with an adult in school
- remember the adult may have to share information if they are worried about our safety

**DELIVERY OF SUBJECT:**

Discreet RSE sessions will be taught in small groups or delivered individually; in all cases parents will be informed of the content of RSE teaching sessions before they begin. Teachers will use the standardised letter templates found at the back of this policy (APPENDIX 2).

**HEALTH & SAFETY:**

All staff will ensure the health & safety of all pupils & staff at all times undertaking any risk assessments/ additional control measures to ensure the safe delivery of PSHCE across the school.

**RESPONSIBILITIES FOR THE IMPLEMENTATION OF THIS POLICY - GUIDELINES:**

**RESPONSIBILITY OF THE LOCAL GOVERNING BODY:**

The responsibility of the Relationships/ RSE delivery in Doubletrees school ultimately lays with the Trustees. The Trustees have cascaded this responsibility to the LGB who will measure the success of the school curriculum via reports received by the HT/ Curriculum (QoE) lead/ Subject coordinator which includes the self-evaluation regarding the QoE; reports will additionally include the evaluation of the implementation /sequenced delivery of the curriculum (teaching of the curriculum) & the impact upon pupil's learning via the progress they make over time including progress within their IEPs.

- To monitor the delivery of PSHCE/ RSE through reports received from the Head Teacher & subject coordinator ensuring the subject is well led, effectively managed & well-planned
- To ensure the school is providing clear information to parents on the subject content of formal RSE education & the information on their right to request that their child is withdrawn from it
- To approve the PSHCE/ RSE policy & any subsequent updates to it, contributing to the design/ development of the policy over time alongside staff/ parents
- That the subject area is well-resourced & timetabled in a way that the school can fulfil its legal obligation

There are different responsibilities for staff members in the delivery of PSHCE.

**RESPONSIBILITY OF THE SENIOR LEADERSHIP TEAM:**

- Ensure adequate resources
- Ensure access to training for the PSHCE Subject coordinator
- Ensure the subject coordinator has sufficient time to effectively monitor this subject area
- Ensure access to training for teachers & support staff
- Have an overview of the subject area
- Ensure the curriculum meets the needs of the school population
- Report accurately on the impact of the curriculum offer to the LGB/ within the school's self-evaluation framework

**RESPONSIBILITY OF TEACHERS:**

- Ensure to follow the LT planning framework for this subject area; address the WALTs for each unit of work identified through the whole school scheme relevant to the age/ stage of their class/ pupil needs
- Use assessment outcomes effectively to identify/ differentiate personalised learning sequences for all pupils when delivering the planned units of work, enabling to continue their learning sequence towards identified 'end points'
- Ensure planned learning sequences build upon the key skills, knowledge & understanding pupils have already acquired
- Seek the assistance of the subject coordinator to improve their subject knowledge & subsequent delivery of PSHE/ Relationships which may include clarification of subject content which will be delivered if/ as required
- Seek advice & guidance in relation to any pupil/ student questions/ queries which may arise within structured teaching sessions that indicate there may cause a safeguarding concern\* Page 5
- Design/ implement IEPs which support the SEMH outcomes identified within pupils EHC Plans
- Use the key vocabulary identified for each unit of work
- Differentiate work & materials in accordance to personal learning plans/ assessment outcomes
- Provide appropriate information to the Subject Leader
- To carry out any appropriate risk assessment associated with PSHCE/ RSE to ensure pupils remain safe at all times

#### **ROLES & RESPONSIBILITIES OF THE SUBJECT CO-ORDINATOR (MIDDLE LEADER):**

The roles & responsibilities of the middle leader are determined by the SPT (APPENDIX 3). The middle leader will continue to monitor the impact of this subject area, consulting with staff/ parents/ Governors to ensure this policy & subsequent PSHE/ RSE scheme of work continues to meet the needs of the school population.

#### **MONITORING & REVIEW:**

It will be the responsibility of all the teachers in the school to ensure the area of PHSCE/ RSE is effectively delivered which ensures the impact of delivery of this subject area supports pupils/ students personalised learning needs providing each with differentiated learning sequences towards identified 'end points' which enables them to make progress over time regardless of needs type/ learning cohort.

The Head Teacher will monitor this policy with parents on a biennial basis as part of the School Self Evaluation Policy & Guidelines alongside the subject coordinator.

<b>Responsibility cascaded to DT school LGB by Trustees:</b>	Local Governing Body & Head Teacher
<b>Policy approved by the Local Governing Body:</b>	XXX 20XX
<b>Policy to be reviewed:</b>	Every 2 years

#### **APPENDIX 1 – PUPIL CHARTER:**

##### **Doubletrees pupil charter In our relationships lesson we will:**

- remember to use key words
- be kind to each other
- listen to each other

- not ask personal questions
- always say if we feel worried
- take care with information we share about ourselves
- remember that we can ask about things in private with an adult in school
- remember the adult may have to share information if they are worried about our safety

## APPENDIX 2 – LETTER TO PARENTS:

### EYFS/KEY STAGE 1

St.Blazey, Par, St Austell, Cornwall, PL24 2DS  
 Tel: 01726 812 757  
 Email: reception@doubletrees.org.uk

#### DOUBLETREES SCHOOL

A member of the Special Partnership Trust



Date:

Dear Parent/Carer,

As part of the school's Personal, Social, Health & Citizenship Education programme, your child will be receiving Relationships education through our PSHE offer. In the EYFS PSHCE is known as PSED (Personal, Social & Emotional Development). PSED is split into three different areas; Making Relationships, Self-Confidence & Self-Awareness and Managing Feelings & Behaviours (including SMSC). Health & well-being is also delivered through Physical Development.

Relationships education in this early phase at Doubletrees therefore focuses 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. This may include practicing skills such as the ability 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.

The teaching of Relationships (Primary level) and Relationships & Sex Education (RSE) (secondary level) is statutory. The Head Teacher of the school is aware of the content of the scheme which has been approved by the Local Governing Body. This programme of work aims to help our pupils form/ understand relationships in a responsible & healthy manner, as well as learning ways to stay safe/ seek help if/ as necessary.

#### The key aims/intent of our RSE curriculum is to:

- 1 Provide accurate & relevant information about the physical & emotional changes that young people will experience through their formative years & into adulthood
- 2 Establish an awareness of the importance of stable family life & relationships
- 3 Foster self-awareness & self-esteem
- 4 Develop a sense of responsibility & respect for themselves & others
- 5 Reinforce the work of the science curriculum

As your child leaves EYFS/KS1 and enters KS2, the purpose of our RSE lessons will be to provide further knowledge & understanding of the following areas as well as learning ways to stay safe/ seek help if/ as necessary, and fall within the topics of:



- **Puberty & Change**
- **Life Cycles & Changes**
- **Healthy Living/ Healthy Life Styles**

Therefore, the 'Relationships' unit of the PSHE offer (for children in Early Years, this is taught through the EYFS unit of PSED, Personal, Social & Emotional Development) will therefore begin to provide the pre-requisites that your learner will need before they begin engaging in our RSE offer as they develop through school.

All of the teaching materials we plan to use are appropriate to the age & emotional maturity of the pupils concerned; all teachers will aim to present the programme in an objective, balanced & sensitive manner. How PHSE/RSE is taught will vary depending on the age/developmental level of learners. Some lessons may be taught as a whole class, some may be taught through daily personal care/toileting routines and other sessions may be on an individual basis depending on the learners needs.

**The areas that may be covered linked to Relationships will include:**

- Identify members of my family
- Play in a group (extending & elaborating play ideas, e.g. building up a role-play activity with other children)
- Initiate play (offering cues to peers to join them)
- Respond to others (what others are saying or doing/ shows affection & concern for people who are special to them)
- Develop friendships (demonstrate friendly behaviour, initiating conversations & forming good relationships with peers & familiar adults)
- Initiate interactions/ conversations (attends to & takes account of what others say)
- Understand how to resolve conflicts/ find a compromise
- Uses please & thank you appropriately
- Recognise emotions (if someone is happy, sad, angry)
- Show how we feel/ show someone appropriately, when they are feeling sad, angry or happy
- Show interest in others (the lives of people who are familiar to them)
- Recognise/ describes special family times/ occasions or events for family or friends
- Show interest in different occupations & ways of life
- Know some of the things that make them/ others unique
- Identify some things that are the same & some things that are different about them & others (may be obvious external at this stage)
- Identify family members (develop an awareness that all families are different)
- Understand different ways that families care for each other
- Knows how to greet others; uses acceptable forms depending upon who they are (e.g. – hug Mum/ handshake teacher)

As part of our RSE curriculum, which is closely linked to the personal care and toileting routines that we have in school, staff will be using the correct terminology for private body parts, such as: vagina, penis, testicles and breasts/chest, where necessary and appropriate.

If you have any questions regarding the Relationships education your child will be receiving, please contact your child's class teacher.

Thank you,

Yours Sincerely

PSHE Subject Leader

## KEY STAGE 2

St. Blazey, Par, St Austell, Cornwall, PL24 2DS  
Tel: 01726 812 757  
Email: reception@doubletrees.org.uk

### DOUBLETREES SCHOOL

A member of the Special Partnership Trust



Date:

Dear Parent/Carer,

As part of the school's Personal, Social, Health & Citizenship Education programme, your child will be participating in sessions linked to our Relationships & Sex Education (RSE) offer, which in the primary phase, may include study on Puberty & Change and Life Cycles & Changes. This work is planned carefully, based on assessment outcomes, in a way that takes into account the developmental needs of each learner. The teaching of Relationships Education and Health Education is statutory in the primary age phase. The teaching of Relationships & Sex Education becomes statutory in the secondary age phase. The Head Teacher of the school is aware of the content of the scheme which has been approved by the Local Governing Body.

This programme of work aims to help our pupils form/ understand relationships in a responsible & healthy manner, as well as learning ways to stay safe/ seek help if/ as necessary.

#### **The key aims/intent of our RSE curriculum is to:**

- 6 Provide accurate & relevant information about the physical & emotional changes that young people will experience through their formative years & into adulthood
- 7 Establish an awareness of the importance of stable family life & relationships
- 8 Foster self-awareness & self-esteem
- 9 Develop a sense of responsibility & respect for themselves & others
- 10 Reinforce the work of the science curriculum

The purpose of our Relationship & Sex Education lessons is to provide further knowledge & understanding of the following areas as well as learning ways to stay safe/ seek help if/ as necessary, and fall within the topics of:

- **Puberty & Change**
- **Life Cycles & Changes**
- **Healthy Living/ Healthy Life Styles**

All of the teaching materials we plan to use are appropriate to the age & emotional maturity of the pupils concerned; all teachers will aim to present the programme in an objective, balanced & sensitive manner. Some lessons may be taught as a whole class, some may be taught through daily personal care/toileting routines and other sessions may be on an individual basis depending on the learners needs.

#### **The areas that may be covered will include:**

- Changes that happen to the body as humans' grow
- Name external body parts (including penis, vagina and breasts)
- Recognise the changes that will/ are happening to their bodies (puberty)
- Understand that females menstruate & what this means to them (female students)
- Provide pupils with a means to communicate any questions, ensuring they know who to ask & what language (appropriate vocabulary) to use
- Identify the appropriate personal hygiene products to support self-care routines
- Recognise the changes in other people as they change & grow
- Develop life skills to enable them to cater for their own personal hygiene needs within school & wider school settings
- To recognise we look different at different ages
- To identify how our lives are different at different ages
- Explore the concept of growing up, body changes & personal hygiene
- Lifecycles – the process of reproduction & growth in animals, ie. Caterpillars, frogs etc.
- Know how/ why to keep ourselves clean
- Knows hygiene conventions/how to prevent germs from spreading when we are ill
- Describes who they can go to if they feel sad/ upset
- Understand that masturbation is a private act\* (If appropriate to the learner at that time)

Please note that as a school, we recognize that pupils will need to have a level of cognitive understanding which will enable them to meaningfully comprehend some areas of the RSE curriculum, in particular the sex education aspect of the curriculum. As outlined in our PSHCE & RSE policy:

***The formal teaching of Relationship Sex Education will therefore address the learning needs of pupils/ students who have been identified through formal assessment measures as working within/ above Step 8 B2 Progression Step PSHCE (Health & Well-being) & Step 8 B2 Science/ Biology.***

As part of our RSE curriculum, which is closely linked to the personal care and toileting routines that we have in school, staff will be using the correct terminology for private body parts, such as: vagina, penis, testicles and breasts.

Parents have the right to request that their child be withdrawn from some or all of the 'sex education' aspect of statutory RSE. As your child is in KS2, they will not yet be receiving the 'sex education' aspect of the Relationships curriculum. However, they will still be receiving the Relationships aspect of the curriculum including statutory curricular learning linked to body parts and puberty (through the Science and Health Education curriculum). If you have any concerns regarding this aspect of the curriculum, please contact your child's class teacher in the first instance. Please also contact your child's class teacher if you wish to view a copy of the RSE planning for your child's class that shows exactly what will be covered during each session. Your child's class teacher will outline in each half-termly letter to parents what will be taught as part of RSE that half-term. If you would like to ask any questions or have any concerns, please feel free to contact your child's class teacher.

Thank you,

Yours Sincerely

PSHE Subject Leader

## KEY STAGES 3 & 4

St. Blazey, Par, St Austell, Cornwall, PL24 2DS  
Tel: 01726 812 757  
Email: reception@doubletrees.org.uk

### DOUBLETREES SCHOOL

A member of the Special Partnership Trust



Date:

Dear Parent/ Carer,

As part of the school's Personal, Social, Health & Citizenship Education programme your child will soon receive structured lessons on Relationships & Sex Education (RSE) which may include study on Life Cycles & Changes, Puberty, Personal Autonomy & Safety and Sexual Health including Contraception (The Role of the Health Professional). This work is planned carefully, based on assessment outcomes, in a way that takes into account the developmental needs of each learner. The teaching of Relationships & Sex Education (RSE) is statutory. The Head Teacher of the school is aware of the content of the scheme which has been approved by the Local Governing Body.

#### The key aims/intent of our RSE curriculum is to:

- 11 Provide accurate & relevant information about the physical & emotional changes that young people will experience through their formative years & into adulthood
- 12 Establish an awareness of the importance of stable family life & relationships
- 13 Foster self-awareness & self-esteem
- 14 Develop a sense of responsibility & respect for themselves & others
- 15 Reinforce the work of the science curriculum

The purpose of our Relationship & Sex Education lessons is to provide further knowledge & understanding of the following areas as well as learning ways to stay safe/ seek help if/ as necessary, and fall within the topics of:

- **Life Cycles & Changes**
- **Puberty**
- **Personal Autonomy & Safety**
- **Sexual Health including Contraception (The Role of the Health Professional)**

All of the teaching materials we plan to use are appropriate to the age & emotional maturity of the pupils concerned & the teachers will aim to present the programme in an objective, balanced & sensitive manner. Some lessons may be taught as a whole class, some may be taught through daily personal care/toileting routines and other sessions may be on an individual basis depending on the learners needs.

**The areas that may be covered will include:** (some areas linked to sex education will only be taught if the learner is working at Progression Step 8 or above in PSHE – Health and Wellbeing and Science – Biology on our BSquared assessment system and therefore able to cognitively understand it).

- To be able to sequence the human lifecycle
- To know the names of the external sexual organs
- To know how their body will change
- To know how a baby is conceived
- How to manage changes/ emotions & express feelings/ emotions
- Seeks help from others if/ when personal safety is compromised
- Demonstrate ways to display empathy towards others

- Grow aware of appropriate & inappropriate expression of emotion & audience
- Understand changes in regard to feelings as puberty starts
- Express their feelings in an appropriate manner
- Manage the changes to their body as puberty starts/ occur
- Understand that masturbation is a private act
- Identify the appropriateness of time & place
- Identify the public & private areas of the home & of school
- Develop/ further develop personal safety beginning to identify ways to keep safe/ seek help from others
- Identify the changes that happen to the body as humans' grow
- Recognise the changes that will/ are happening to their bodies
- Understand that females menstruate (female students)
- Discuss experiences of periods & use vocabulary related to having periods (female students)
- Understand why we have periods
- Know that boys have wet dreams & that it is a natural occurrence (male students)
- Know what to do if a wet dream occurs (male students)
- Provide them with a means to communicate any questions, ensuring that they know who to ask & what language to use
- Know how to manage the changes in their bodies using & applying the self-help & personal hygiene skills needed
- Know how to maintain a healthy lifestyle & what to do when they are ill
- Know the names of different health professionals & their roles & how they can help them
- Know what an emergency is & who to contact in an emergency

Please note that as a school, we recognize that pupils will need to have a level of cognitive understanding which will enable them to meaningfully comprehend some areas of the RSE curriculum, in particular the sex education aspect of the curriculum. As outlined in our PSHCE & RSE policy:

***The formal teaching of Relationship Sex Education will therefore address the learning needs of pupils/ students who have been identified through formal assessment measures as working within/ above Step 8 B2 Progression Step PSHCE (Health & Well-being) & Step 8 B2 Science/ Biology.***

As part of our RSE curriculum, which is closely linked to the personal care and toileting routines that we have in school, staff will be using the correct terminology for private body parts, such as: vagina, penis and breasts.

Parents have the right to request that their child be withdrawn from some or all of the 'sex education' aspect of statutory RSE. If you have any concerns regarding this aspect of the curriculum, please contact your child's class teacher in the first instance. Please also contact your child's class teacher if you wish to view a copy of the RSE planning for your child's class that shows exactly what will be covered during each session. Your child's class teacher will outline in each half-termly letter to parents what will be taught as part of RSE that half-term. If you would like to ask any questions or have any concerns, please feel free to contact your child's class teacher.

Thank you,

Yours Sincerely

PSHE Subject Leader

## POST 16

St. Blazey, Par, St Austell, Cornwall, PL24 2DS  
Tel: 01726 812 757  
Email: reception@doubletrees.org.uk

### DOUBLETREES SCHOOL

A member of the Special Partnership Trust



Date:

Dear Parent/ Carer,

As part of the school's Personal, Social, Health & Citizenship Education programme your child will soon receive structured lessons on Relationships & Sex Education (RSE) which may include study on Life Cycles & Changes, Puberty, Personal Autonomy & Safety and Sexual Health including Contraception (The Role of the Health Professional). This work is planned carefully, based on assessment outcomes, in a way that takes into account the developmental needs of each learner. The teaching of Relationships & Sex Education (RSE) is statutory. The Head Teacher of the school is aware of the content of the scheme which has been approved by the Local Governing Body.

#### **The key aims/intent of our RSE curriculum is to:**

- 16 Provide accurate & relevant information about the physical & emotional changes that young people will experience through their formative years & into adulthood
- 17 Establish an awareness of the importance of stable family life & relationships
- 18 Foster self-awareness & self-esteem
- 19 Develop a sense of responsibility & respect for themselves & others
- 20 Reinforce the work of the science curriculum

The purpose of our Relationship & Sex Education lessons is to provide further knowledge & understanding of the following areas as well as learning ways to stay safe/ seek help if/ as necessary, and fall within the topics of:

- **Life Cycles & Changes**
- **Puberty**
- **Personal Autonomy & Safety**
- **Sexual Health including Contraception (The Role of the Health Professional)**

All of the teaching materials we plan to use are appropriate to the age & emotional maturity of the pupils concerned & the teachers will aim to present the programme in an objective, balanced & sensitive manner. Some lessons may be taught as a whole class, some may be taught through daily personal care/toileting routines and other sessions may be on an individual basis depending on the learners needs.

**The areas that may be covered will include:** (some areas linked to sex education will only be taught if the learner is working at Progression Step 8 or above in PSHE – Health and Wellbeing and Science – Biology and therefore able to cognitively understand it).

- To know the names of the external sexual organs
- Identifies the responsibilities associated with becoming pregnant/ parenthood & ways to seek help/ guidance
- Know we have choices in becoming pregnant & know where to find help to decide this
- Explains what consent is
- Knows the role of people who help us – midwife, doctor, nurse
- Explore changes that will happen to your lifestyle when you become a parent
- To know how a baby is conceived



- Identifies the responsibilities associated with becoming pregnant/ parenthood & ways to seek help/ guidance
- Understand that over time our relationships may change
- Explain the interpersonal skills needed to make & maintain healthy, respected relationships
- Begin to appreciate that relationships may change over time or may be broken seeking help & guidance accordingly
- Identify how to make feelings known to others in appropriate ways considering safety of self/ others
- Identify ways to behave in a relationship in public & in private
- Identify ways in which relationships can form & develop & such relationships may change over time
- Know what to do if they feel uncomfortable & can identify ways to seek help
- Understand our responsibilities in maintaining safe relationships
- To acknowledge/ understand the need for personal responsibility in the relationships they form
- Seeks the advice of a trusted person in any aspect of a relationship which they are less sure
- Identify products – e.g. – condoms & know how to obtain these
- Explain what safe sex is
- Identify the reasons for choosing safe sex
- Demonstrate how to use a condom
- Explain different forms of contraception
- Identify ways to negotiate the use of contraception with a partner
- Identify how & where to obtain contraceptives & further advice

Please note that as a school, we recognize that pupils will need to have a level of cognitive understanding which will enable them to meaningfully comprehend some areas of the RSE curriculum, in particular the sex education aspect of the curriculum. As outlined in our PSHCE & RSE policy:

***The formal teaching of Relationship Sex Education will therefore address the learning needs of pupils/ students who have been identified through formal assessment measures as working within/ above Step 8 B2 Progression Step PSHCE (Health & Well-being) & Step 8 B2 Science/ Biology.***

As part of our RSE curriculum, which is closely linked to the personal care and toileting routines that we have in school, staff will be using the correct terminology for private body parts, such as: vagina, penis and breasts.

Parents have the right to request that their child be withdrawn from some or all of the 'sex education' aspect of statutory RSE. If you have any concerns regarding this aspect of the curriculum, please contact your child's class teacher in the first instance. Please also contact your child's class teacher if you wish to view a copy of the RSE planning for your child's class that shows exactly what will be covered during each session. Your child's class teacher will outline in each half-termly letter to parents what will be taught as part of RSE that half-term. If you would like to ask any questions or have any concerns, please feel free to contact your child's class teacher.

Thank you,

Yours Sincerely

PSHE Subject Leader

### **What Relationships & Sex Education lessons might look like at Doubletrees**

All staff at Doubletrees School are involved in the teaching of PSHCE paying due regard to a pupils chronological age & their developmental stage. It therefore seeks to be flexible by being responsive to individual need, developmental need & learning style using pupil's assessment outcomes. All of the teaching materials we plan to use are appropriate to the age & emotional maturity of the pupils concerned; all teachers will aim to present the programme in an objective, balanced & sensitive manner. Some lessons may be taught as a whole class, some may be taught through daily personal care/toileting routines and other sessions may be on an individual basis depending on the learners' needs. Lessons might include the use of drama, matching or sorting activities, videos, symbol visuals, PowerPoints or anatomically correct dolls and carefully structured social stories.

How PSHE/ RSE / Citizenship is studied is formally identified by the school through our personalized learning pathways which is underpinned by the SPT offer (Learning to Learn, Bridging to Learn and Ready to Learn pathways). These pathways acknowledge that for some pupils, there is a need to address their developing understanding of very early PSHE/ RSE concepts identified within the SEMH (Social & Emotional affection strands – L2L underpinned by the SPT offer; this offer demonstrates compliance with the DfE statutory guidance The Engagement Model – September 2020).

Across school, we use a symbol system called Boardmaker in order to support communication. Visuals such as the ones below may be used during lessons in order to support learners in their understanding of some of the content of the Relationships & Sex Education curriculum and enable them to communicate about it.



### **The Chailey Heritage Foundation: RSE resources**

Helen Dunman is a teacher at the Chailey Heritage Foundation. She has been teaching PSHE to young people with a range of SEND for 30 years. Her work in PSHE and RSE has been widely recognized and her leadership of PSHE/RSE at the CHF has been referenced as Outstanding by Ofsted.



Our PSHE/RSE subject leader at Doubletrees has attended this Relationships & Sex Education training and Doubletrees now has access to a range of specialised RSE resources that were created with young people with complex learning needs in mind.

Helen Dunman advocates for the use of anatomically correct dolls being used to teach areas of the RSE curriculum that might otherwise not be appropriate for learners with complex needs. It allows for clear visual and tactile reference and allows more sensitive concepts to be demonstrated to learners through drama in ways that may not be appropriate to do so without the use of dolls.

As a school, we now have access to more than 30 real-life ready to teach story lesson plans across four categories;

- Puberty
- Relationships
- Diversity
- Safety

These stories ensure that staff have a script to work from when delivering sessions. The script ensures that sessions are delivered consistently across the school, with consistent and correct anatomical language being used. These sessions may be delivered on a 1:1 basis or as part of a class group. The stories can be simplified further or made more complex depending on the individual needs of each learner. Helen has already begun to support us in adapting some of her stories to suit some of the individual requirements of our learners. We plan to use Boardmaker to create symbols, consistent with our school symbol communication system, to make it even more accessible for our young people. These stories allow for structured repetition for learners whom may need it, for example, in preparing learners for the physical changes that they may go through during puberty or as menstruation begins to start. Please see below some photos of our anatomically correct dolls. If you would like to see an example of some of the social stories that we may be using with the anatomically correct dolls, please don't hesitate to contact your child's class teacher.

You can access some further information about the Chailey Heritage Foundation and it's PSHE/RSE work here: [https://www.chf.org.uk/Sex\\_Factor\\_Brochure.pdf](https://www.chf.org.uk/Sex_Factor_Brochure.pdf)

Here are photos of the anatomically correct dolls we have at school:



They were purchased from BodySense. The website: <http://www.bodysense.org.uk/> has more information about the purpose and benefits of these anatomically correct dolls.

If you require any more information about what this area of our curriculum looks like at Doubletrees, please look out for the half-termly letters from your child's class teacher or feel free to contact them directly.

Thank you,

Yours Sincerely

PSHE Subject Leader

## APPENDIX 3 – ROLES & RESPONSIBILITIES OF THE SUBJECT COORDINATOR (MIDDLE LEADER) – SPT TEACHING & LEARNING POLICY:

### Roles and Responsibilities of subject coordinators

INTENT – To ensure the curriculum/subject area/offer meets the needs of the school population the coordinator will:	IMPLEMENTATION – To ensure informed/effective subject delivery the coordinator will:	IMPACT – To ensure the impact can be measured the coordinator will:
<ul style="list-style-type: none"> <li>- Ensure secure knowledge and understanding of the key skills required for subject area (National curriculum requirements); produce a rationale for each key skill area to inform effective teaching/learning across the school which enables all pupils to build upon previous learning (learning is sequenced)</li> <li>- Produce the curriculum offer for the school which provides breadth, depth and relevance for the pupils (3 x 1's overview) which maintains a focus on the development of pupil's skills, knowledge and understanding in the key skills identified (preparing them well for next steps/stage)</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure the school policy and associated planning documents focus upon the intent, implementation and impact of the subject area</li> <li>- Identify NC key skills across the school (long term planning) ensuring that all learning is informed/ sequenced with opportunities for repeated recall</li> <li>- Monitor delivery via timetable scrutiny and learning walks across the school</li> <li>- Attend effective training programmes for the subject area; research pedagogical studies which will impact upon practice</li> <li>- Audit training needs and provide professional leadership and management to the school work force via effective CPD; evaluate effectiveness/impact of CPD delivered</li> <li>- Work in partnership with other curricular coordinators across the Trust to ensure curriculum content secures equity of provision</li> <li>- Ensure all documents published (including the web site) provide accuracy within the information recorded which secures effectiveness within teacher planning (long term, medium term and key skills)</li> <li>- Ensure the subject offer reflects any changes to National documentation and the information is cascaded</li> <li>- Secure key vocabulary required in delivering the subject area which is linked to the key skills identified</li> <li>- Identify appropriate/relevant English and Maths areas of learning to secure all learning is linked/well-planned</li> <li>- Identify assessment streams; monitor the effective use of such assessment within teacher planning</li> <li>- Attend moderation meetings where appropriate</li> <li>- Undertake any risk assessments/additional control measures to secure safe, effective delivery</li> <li>- Plan/cascade information on whole school curriculum days, identifying resources required</li> <li>- Provide bids for the subject area submitting such bids to the Head of Upper School/Lower school</li> </ul>	<ul style="list-style-type: none"> <li>- Complete a subject audit with impact and subsequent development plan (every two years, one for core subjects) identifying the necessary actions to inform the implementation of the subject across the school</li> <li>- Provide information/outcomes/impact report to the LGB/HT/teachers to increase their knowledge and understanding in line with the school's self-evaluation policy</li> <li>- Undertake learning walks with Governors to increase their knowledge and understanding of the subject; assist Governors in recording/reporting information to the HT and the LGB (challenges)</li> <li>- Scrutinise/analyse pupil progress data sets (where relevant) measuring the impact of the subject offer; share information with teachers/HT and LGB</li> <li>- Undertake learning walks through the school to secure an overview of effective teaching/ learning /differentiation /assessment in line with the curriculum offer</li> <li>- Scrutinise work books (where relevant), progress files which evidences assessment overview (B2) sequential learning/impact of subject delivery</li> <li>- Scrutinise Medium Term plans to identify cross curricula links and key vocabulary to be used</li> <li>- Monitor pupil reports</li> </ul>
<p><b>The subject coordinator will evidence impact of subject delivery through:</b></p> <ul style="list-style-type: none"> <li>- A curriculum folder which evidences subject offer and impact of subject delivered across the school</li> <li>- An access to learning folder evidencing school offer in action</li> <li>- Publication of school offer (including photographs/video * consider pupil permission) on the school's web site</li> <li>- Contribute to the PowerPoint presentations (front of school) where relevant</li> </ul>		
<p><b>Subject co-ordinators file contents:</b></p> <ul style="list-style-type: none"> <li>- Subject policy statement</li> <li>- Subject area overview – 3 x 1's</li> <li>- Teacher job description</li> <li>- The role of the subject co-ordinator</li> <li>- Subject overview (Long Term Planning – key skills focus)</li> <li>- Subject audit and associated development plan (reported to the LGB; impact led)</li> <li>- Curriculum offer and assessment documents (key skills)</li> <li>- Training log (CPD)</li> <li>- Evaluating standards (data – if/as appropriate)</li> </ul>		