

POST 16

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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:

- 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

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, Caitlin Humphreys, 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 ensure 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

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.