



WHAT DOES PSHE LOOK LIKE AT DOUBLETREES

DOUBLETREES SCHOOL

PARENT INFORMATION SESSION – 17.3.22

PSHE AT DOUBLETREES

PSHE – Personal, Social, Health and Economic Education

Intent: To provide pupils with the experiences, skills & knowledge to enable them to develop **greater autonomy in choice** making in relation to their **lifestyle** and in the **relationships** they will form, acknowledging that such relationships will widen and may change as they get older. Our offer will ensure our pupils' are provided with opportunities to continue to develop their understanding of the importance in maintaining their **physical health and well-being** as well as ways to **stay safe** (personal safety including on-line safety) which prepares them to take a greater **active part in their 'community'** understanding the contribution they can make.

Health & Wellbeing

Relationships

Living in the Wider World

PSHE AT DOUBLETREES – HEALTH AND WELLBEING

The area of health & well-being will aim to provide pupils with the information they need to be able to identify & develop the skills & knowledge to enable them to make good decisions about their own health & well-being including mental 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.

staying healthy

healthy foods

staying safe

exercise

harmful substances

personal care

online safety

mental wellbeing



PSHE AT DOUBLETREES - RELATIONSHIPS

To provide pupils with the information they need in order to allow them to develop/ form meaningful, respectful & positive 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 & respect the differences & similarities between them/ others through the promotion of the development of key skills & understanding of the term 'relationships'.

friends

family

how to be a
good friend

feelings/emotions

actions affecting others

engaging in play
with our peers

relationships

links to RSE



PSHE AT DOUBLETREES – LIVING IN THE WIDER WORLD

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.

independence

making choices

right and wrong

staying safe

following rules

jobs in the community

future aspirations

**similarities and differences
around the world**



PSHE AT DOUBLETREES – LEARNING TO LEARN

In the Learning to Learn pathway (pre-formal pathway), pupils are encouraged to develop their pre-requisite engagement skills via strands of Communication & Interaction (expressive/ receptive) and SEMH. The identification of which is supported and informed via robust assessment practice; these strands are delivered through the breadth of areas studied within their personalised learning timetable which may include the delivery of IEPs. This enables equity within the provision of curriculum areas offered.

PSHE/RSE will be taught through these areas of learning and may also occur during personal care routines and as part of other wellbeing related routines.



PSHE AT DOUBLETREES – BRIDGING TO LEARN

In the Bridging to Learn pathway (semi-formal pathway), PSHE is taught weekly through a mixture of whole-class sessions and group/individual practical based activities. Some PSHE content is also taught ‘in the moment’ – learning to do something with adult support/modelling, rather than just learning about it.



PSHE AT DOUBLETREES – READY TO LEARN

In the Ready to Learn pathway (formal pathway), PSHE is taught weekly through a mixture of whole-class sessions, followed by group or individual activities. Some of these activities may be matching or sorting activities or of a practical/physical nature.



PSHE AT DOUBLETREES – EARLY YEARS

In the Early Years Pathway, PSHE is taught through the Early Years area of PSED (Personal, Social and Emotional Development). This is split into the areas of Self-Regulation, Managing Self and Building Relationships. Learners in this class will be supported to build positive attachments to adults in class, develop their independence and regulation skills and also be supported with personal care needs. Some learning in this area will be incidental and responsive to the learners needs.



RELATIONSHIPS AND SEX EDUCATION OFFER AT DOUBLETREES

Relationships, Sex Education

The DfE continues to recommend that 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*

School rationale/ intent RSE* units of work

To area of Relationships, Sex Education (RSE) will provide 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 including information relating to emotional changes they will experience. Additionally, pupils will be provided with the information which will help them to form/ experience meaningful relationships (which may include sexual relationships). Our school recognises that pupils will need to have a degree of understanding which will enable them to meaningfully comprehend the areas being addressed. **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.** To ensure pupils develop their fundamental skills, knowledge & understanding of such areas our scheme will include:

- Life cycles & changes (Key Stages 3 & 4)
- Personal autonomy & safety (Key Stages 3, 4 & Post 16)
- Puberty (Key Stages 2 & 3)
- Sexual health including contraception (Key Stages 4 & Post 16)

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.

Pages 17 & 18 DfE - 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. 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 decisions. Head teachers will automatically grant a request to withdraw a pupil from sex education, the period of withdrawal. There is no right to withdraw

| | Autumn | Spring | Summer |
|----------------|---|---|---|
| | Puberty Puberty & body changes including periods How a baby is conceived/ born* | Life cycles & changes Lifecycles (taught through statutory science unit) | Sexual health including contraception Healthy living/ healthy life styles |
| KS2 | Life cycles & changes Reproduction – The Human Lifecycle (taught through statutory science unit) | Puberty Puberty & body changes including periods & wet dreams | Sexual health including contraception Role of the health professional |
| KS3 | | Personal autonomy & safety Masturbation including public & private | |
| KS4 | Life cycles & changes Reproduction, conception, pregnancy & birth (taught through statutory science unit) | Personal autonomy & safety Sexual & non-sexual relationships | Sexual health including contraception Maintaining good personal health |
| Post-16 | Life cycles & changes Making good choices How to look after yourself Where to get help & support | Personal autonomy & safety Sexual relationships Sexual expression Keeping yourself safe | Sexual health including contraception Sexual health Contraception STI's & staying healthy including health checks screening/checking |

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.

RELATIONSHIPS AND SEX EDUCATION OFFER AT DOUBLETREES

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In our PSHE curriculum offer document, the areas of learning for RSE are broken down by key stage and term to enable sequences of learning to be planned for in a structured way.

Breadth of offer RSE offer:

| Key Stage | Puberty | Life cycles & Changes | Personal Autonomy & Safety | Sexual health inc contraception |
|------------------------------------|---|---|--|---|
| KS2 – WALT (end point): | <ul style="list-style-type: none"> Find out how our body will change as we get older | | | <ul style="list-style-type: none"> Identify ways to stay healthy & our contribution to it |
| KS3 – WALT (end point): | <ul style="list-style-type: none"> Understand the changes that happen as we get older to our bodies & feelings | <ul style="list-style-type: none"> Identify the function/ changes in body parts; seeks help/ guidance | <ul style="list-style-type: none"> Identify we all feel a wide range of emotions & ways to express these | <ul style="list-style-type: none"> Identify ways we can support our own health & well-being |
| KS4 – WALT (end point): | | <ul style="list-style-type: none"> Explain how a baby is conceived & ways to prevent this | <ul style="list-style-type: none"> Understand the feelings & needs of others & how these may be different to ours | <ul style="list-style-type: none"> Find ways we can seek help & guidance in maintain good health |
| Post 16 – WALT (end point): | | <ul style="list-style-type: none"> Identifies the responsibilities associated with becoming pregnant/ parenthood & ways to seek help/ guidance | <ul style="list-style-type: none"> Understand that over time our relationships may change | <ul style="list-style-type: none"> Understand our responsibilities in maintaining safe relationships |

RELATIONSHIPS AND SEX EDUCATION OFFER AT DOUBLETREES

| Rationale & outcomes: - Sexual Health including Contraception (Knowing the Role of the Health Professional) – Key Stages 2, 3, 4 & Post 16 | |
|---|--|
| Key Stage 2 | |
| 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 and independence in maintaining their health & well-being. | |
| WALT (end point): Identify ways to stay healthy & our contribution to it | |
| <ul style="list-style-type: none"> • Know ways to keep healthy – e.g. – food & exercise • Identify healthy & less healthy foods • Name different types of exercise we can do to keep healthy • Describes their hobbies & interests/ things they enjoy • 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 | |
| Key Stage 3 | |
| To continue to provide our students with the information they will need to maintain good physical/ personal/ emotional health which enables them 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. | |
| WALT (end point): Identify ways we can support our own health & well-being | |
| <ul style="list-style-type: none"> • Identifies/ describes a range of emotions • Knows everyone does not always feel the same • Outlines what makes them happy/ things they do • Know who looks after you when you are ill • Know the roles of different health professionals • Name different health professionals • Know which professional to contact • <i>Know what an emergency is and who to contact in an emergency public & private places</i> • <i>Knows the numbers of the emergency services (111/ 999)</i> | |
| Key Stage 4 | |
| At Key Stage 4 we will reinforce the work presented at Key Stage 3 building upon students developing skills, knowledge & understanding extending such understanding to include the importance of maintaining good personal health (leading to a greater functionality/ application of skills). | |
| WALT (end point): Find ways we can seek help & guidance in maintain good health | |
| <ul style="list-style-type: none"> • Understanding of how to maintain personal health (screening/ checking) – e.g. – going to the GP/ collecting their prescription • Know how to make an appointment • Identifies ways to seek help & guidance | |
| Post 16 | |
| To promote the understanding of personal responsibility in relationships & ways they can 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 help contribute to their personal safety & autonomy in decisions made. | |
| WALT (end point): Understand our responsibilities in maintaining safe relationships | |
| <ul style="list-style-type: none"> • <i>To acknowledge/ understand the need for personal responsibility in the relationships they form</i> • <i>Seeks the advice of a trusted person in any aspect of a relationship which they are less sure</i> • <i>Identify products – e.g. – condoms & know how to obtain these</i> • <i>Explain what safe sex is</i> | |

Our curriculum takes into account learner starting points and the knowledge and skills needed before learning about more complex RSE related content.

Teachers will assess and adapt learning so that it is suitable, relevant and appropriate to each learner.

RELATIONSHIPS & SEX EDUCATION – STATUTORY GUIDANCE

- Relationships Education is compulsory in all primary schools and Relationships and Sex Education is compulsory in all secondary schools. Health Education is also statutory. We teach this through our PSHE/RSE curriculum offer. The Science curriculum also forms a part of this.
- Parents have the right to withdraw pupils from sex education. There is no right to withdraw from Relationships Education or Health Education. Parents cannot withdraw their children from any aspect of the National Curriculum, such as the Science curriculum. At Doubletrees, we would take into account the cognitive understanding of our learners' before teaching any curricular content.



Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

RELATIONSHIPS & SEX EDUCATION – STATUTORY GUIDANCE

Relationships Education: EYFS – KS2

- The focus in the ‘primary’ age phase should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- Pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.
- Pictured - statutory document that primary schools should teach about relationships and health, including puberty & menstruation The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.
- EYFS – Taught through PSED (Personal, Social, Emotional Development) area of learning.



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RELATIONSHIPS & SEX EDUCATION – STATUTORY GUIDANCE

Relationships & Sex Education: KS3 – POST 16

- The aim of RSE at this age phase is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed
- Of course, a lot of the earlier concepts covered in the primary Relationships/Health Education are also likely to continue to be relevant for a lot of our learners for a period of time.



Relationships Education, Relationships and Sex Education (RSE) and Health Education

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proprietors, head teachers, principals, senior
leadership teams, teachers

CHAILEY HERITAGE FOUNDATION – RSE STORIES



As PSHE lead at Doubletrees, I have attended some training led by Helen Dunman at the Chailey Heritage Foundation specifically about the teaching of Relationships & Sex Education to young people with complex special educational needs.

Chailey Heritage Foundation provides education and care services and is one of the UK's leading centres for children and young people with complex neurodisabilities.

Helen Dunman (PSHE/RSE lead at Chailey Heritage Foundation) - Helen Dunman has been teaching PSHE and drama to young people with a range of SEND for 30 years, specialising in children and young people with severe learning disabilities. She currently teaches at Chailey Heritage Foundation. In 2017, her work in PSHE and RSE was recognised by the Worshipful Company of Educators with an Inspirational Educator Award. She currently has whole school responsibility for PSHE/RSE at CHF which was referenced as 'Outstanding' in the last OFSTED report.



CHAILEY HERITAGE FOUNDATION – RSE STORIES



- “When I came to teach young people with severe learning and physical difficulties about Relationship and Sex Education, I found it difficult to find resources that were at an appropriate level for them that were meaningful. For example, there are good social stories which teach young women about what it means to have a period, but were focused on how to change a sanitary towel. The majority of the students I work with are changed on a bed and don’t experience this in the same way, so it was important that a story was written that they could relate to using appropriate sensory cues and anatomically correct dolls”
– ***Helen Dunman (PSHE/RSE lead at Chailey Heritage Foundation)***

CHAILEY HERITAGE FOUNDATION - DOLLS



- As part of the training, Helen advocates for the use of anatomically correct dolls. We now have 4 of these dolls in school.

Benefits of the use of anatomically correct dolls:

- Increasing engagement – not just videos and worksheets (which are often not appropriate for learners with SEN)
- Clear visual resource, ensures clarity, especially for our learners with SLD or ASD
- Useful assessment tool ‘point to the woman doll’.
- Can be used in drama to teach about periods, masturbation and safeguarding issues such as good/bad touch – you can touch dolls in a way that you could never do on a real person.



CHAILEY HERITAGE FOUNDATION – RSE STORIES



RSE stories – designed to be used with the anatomically correct dolls and sensory props

Story Categories

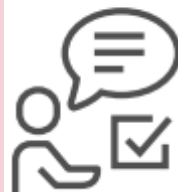
- The stories are divided into 4 sections:
- 1. Puberty Stories - these include every aspect of puberty.
- 2. Relationship Stories - these include six stories about a fictional couple with physical and learning disabilities, who both use AAC. These stories tackle issues around intimate relationships for people with these needs.
- 3. Diversity Relationship Stories - these include simple stories about what it means to be gay, lesbian and bisexual. There is also a story about what it means to be a cross dresser.
- 4. Keeping Safe Stories - these include stories about safeguarding e.g. what a 'bad', non-consensual touch might look like and how to communicate about a safeguarding issue, using AAC.

CHAILEY HERITAGE FOUNDATION – RSE STORIES



Dalip's Deodorant

P_u



Suggested Assessment Questions:

1. When you become a teenager, where on your body do you get sweaty?
2. Where did Dalip put deodorant on his body?
3. Why do many people choose to wear a deodorant?
 - a) It's a medicine
 - b) It stops people from getting smelly
4. Can you remember the other changes that happen to our bodies when we grow up ?



- Rub an onion onto the underarms of a t-shirt (to replicate the smell of sweat!)
- Selection of different types of deodorant, eg roll-on, rock crystal, spray, stick
- The following words/symbols in VOCA or signs: all body parts including hair, penis, vagina, armpit, deodorant, sweat, sweaty, period, voice breaking/getting deeper, bigger

CHAILEY HERITAGE FOUNDATION – RSE STORIES



Dalip's Deodorant

P_u

This is Dalip. He is 14 years old. How old are you? Dalip is a boy but he is growing into a young man. Dalip's body is changing. He is growing some hair under his arms, in his armpits. Where are your armpits?

When Dalip gets hot, he gets very sweaty all over his body. This makes him feel a bit wet. Dalip has noticed that he smells different. He gets smelly under his armpits, his t-shirt smells like this (encourage student to smell the resource t-shirt).

Today, it's a hot summer's day. Mum takes Dalip to the shop to buy a deodorant. Dalip chooses a spray. Dalip goes home and has a bath. His carer helps to dry his body and then sprays the deodorant under his arms in his armpits. It feels cold, but nice and fresh.

When we become teenagers, we sweat more and can smell a bit sweaty. This is OK and normal. Many people choose to wear a deodorant so they don't smell sweaty. Dalip's carer washes his armpits in the morning and before bed. Now Dalip wears deodorant every day.

Look at/smell/touch the different deodorants. Which one would you choose?

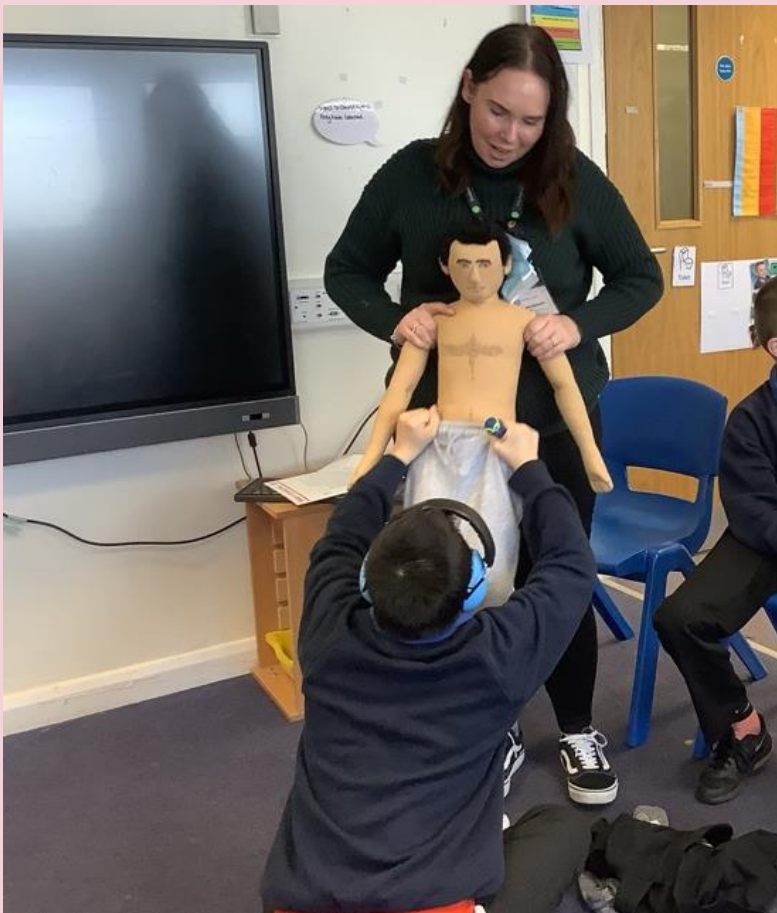
CHAILEY HERITAGE FOUNDATION – RSE STORIES

Dalip's Deodorant

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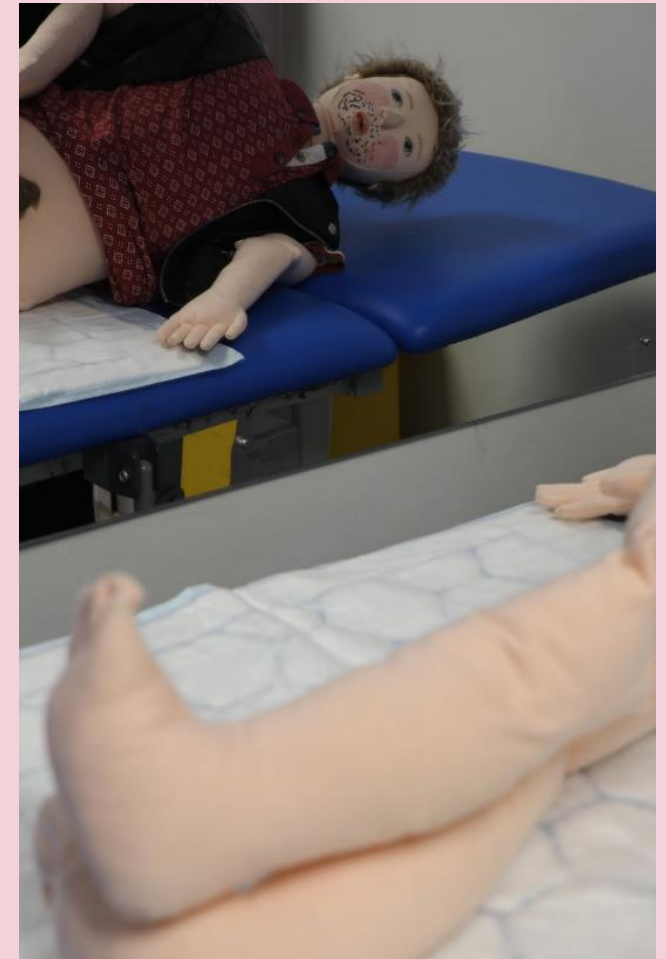
CHAILEY HERITAGE FOUNDATION – RSE STORIES



CHAILEY HERITAGE FOUNDATION – DOLLS/MIRRORS



- RSE can be incorporated into personal care opportunities
 - Narration is crucial during intimate care and using the mirror supports this, so that the learner can see what is going on, where possible, and is put at the centre of this intimate experience.
- ***The golden rule here is, if you are doing something you need to say what you are doing and, if necessary, why.***
- Use of mirrors = learning in context. Dolls can support with this, especially if learning about menstruation or masturbation.

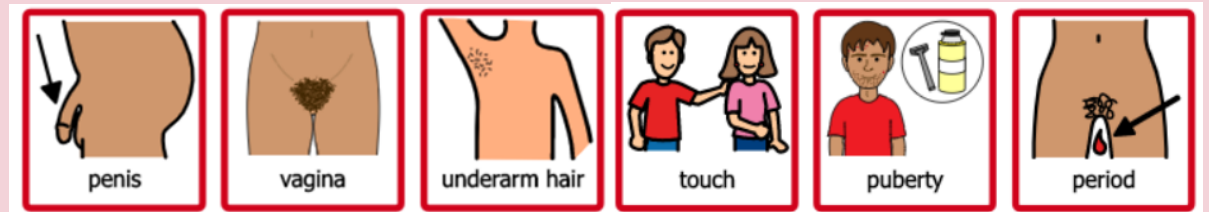


LETTERS TO PARENTS

- Outlines RSE focus to parents – teachers to inform parents in half-termly newsletters of RSE focus and be willing to provide copies of RSE MTP/outline of sessions if requested by parents.
- Use of correct terminology for private body parts, such as: vagina, penis, testicles and breasts.
- Use of visual symbols from boardmaker.
- Use of anatomically correct dolls.

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE... Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school’s approach help increase confidence in the curriculum.” -

Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory Guidance



QUESTIONS

- Any questions about anything we have discussed?
- Any ideas about things you'd like to know more about? Ideas for future workshops?