

## 2.17 SHEILING SCHOOL CURRICULUM INFORMATION- PSHE & CITIZENSHIP AND RELATIONSHIPS AND SEX EDUCATION

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### Introduction/ Rationale

At the Sheiling, PSHE&C teaches students the basic knowledge, understanding and skills to be able to manage aspects of their own lives. PSHE&C teaching starts with where students are at and what they already know and understand and then builds on this. PSHE&C has to be relevant and realistic for our students. It is necessary for students to develop an understanding of the world in which they live, to realise their role in the community, their relationships with others, and to appreciate the views and feelings of other people. They need to understand the work people do and the contribution that they make to society. We try to ensure that students understand the importance of caring for the environment, how events in the past have influenced the present and the fact that the future will be affected by today's actions.

Additionally, Relationships and Sex Education (RSE) fundamentally prepares students for dealing with the physical and emotional changes associated with adolescence as they move towards adulthood. We recognise that our students can be vulnerable on a number of levels and ultimately an emphasis on healthy consenting relationships as well as a basic understanding of how to keep themselves safe, clean, and healthy is a fundamentally important part of learning for our young people.

### Aims and Objectives (Intent)

- To raise the students' self-esteem, tolerance and confidence, especially in relationship to others.
- To support the young person in developing friendships and help them to understand their feelings and behaviours.
- To develop skills (resilience, communication, decision-making, choice, assertiveness) that are necessary in a range of situations.
- To promote acceptable and appropriate behaviour in public and private situations.
- To equip students with the knowledge to understand what healthy relationships look like, and know who and how to ask for help if they recognise that such relationships do not characterise their own homes and lives.
- To ensure that students develop awareness of public and private, consent, personal hygiene and, in line with our Preparation for Adulthood programs, develop independence in managing as much of their own personal care as they can, in reducing their vulnerability and increasing their autonomy and ownership of their own lives and routines.
- To teach skills and explore strategies which reduce the risk of exploitation, misunderstanding and abuse.
- To teach students skills, rights and responsibilities to make a positive contribution to society
- PSHE contains many strong opportunities to promote and teach fundamental British Values- democracy, rule of Law and tolerance alongside developing the students' understanding of public services and institutions. This ranges from the social care and education, legal systems as well as public services that they will commonly encounter and need to learn to access and use, such as NHS/ medical services and the Post Office.

### Curriculum Provision (Implementation)

PSHE&C is delivered across the full age range at the Sheiling. Relationships education is applicable in Primary year groups and Relationships and Sex education for Secondary-aged pupils.

Lessons and topics are planned across half term teaching blocks through the academic year, enabling teaching of six topics over the course of a single academic year.

PSHE&C principles are embedded across the curriculum and form part of our safe and supportive approach.

PSHE&C promotes spiritual, moral, cultural, social, physical and intellectual development. It promotes students well-being and community cohesion.

### Sequence and Content of Learning

Where appropriate, links are made to other areas of the curriculum, including English and Mathematics, British Values, SMSC and Accreditation

<b>Key Stage 1:</b>
Play skills-choosing what to do and what to play. Being around others and being safe. Students learn to identify things that are available and things that are not to self-occupy and manage their free time. Students learn to interact with a variety of media and materials. Students learn about cooperative relationships through turn taking and coactive exploration of play materials.
<b>Key Stage 2:</b>
Students learn about and consider their own characteristics, for instance, using single words and actions to describe themselves, their likes and dislikes. Relationships are considered in terms of families and students learn and identify that families may have differing make up and characteristics yet all are characterised by love and nurturing care. Students begin to think about belonging to groups and different qualities and characteristics of themselves and the people and characters they encounter in learning materials and stories. Basic personal hygiene is considered as part of the curriculum, and students learn to identify and recognise/participate in basic everyday routines to support their own personal care, for instance, learning to wash hands and brushing teeth thoroughly. Students develop their knowledge of key people in the community who can help us, e.g. police officer.
<b>Key Stage 3:</b>
Relationships-students learn about different kinds of relationships including friendships, encountering an increasing range and complexity of different people/relationships and making sense of where they fit into their communities and friendship groups. Students learn about what to do and who can help when relationships break down, and look at rules for making and keeping friends, thinking about ways to gain and show respect to/from others. Students learn about public and private, considering basic privacy and identifying situations where it may be appropriate or necessary to engage with others, e.g. medical appointments. Students learn about keeping their immediate environment safe, showing basic considerations to ways to look after their immediate environment and the people within it, for instance, tidying away after activities. They have learning opportunities to consider the needs of others, for instance, learning about how to look after animals. Students begin to develop a greater knowledge of the types of institutions and services that are available to them in the community, including through direct experience of visiting such places, e.g. health services, education, local government.
<b>Key Stage 4:</b>
Students learning consider ways that they can contribute to the communities that they live in. All students will have experience of raising money for a charity. Students learn about the types of hardship or difficulty people may encounter and consider different ways that people can seek help or help themselves. Students consider and think about increasingly complex material in terms of keeping healthy, developing a basic awareness of the influence of a healthy lifestyle, healthy diet and influence of drugs and practices such as smoking on their own and others' lives. Students learn about and consider different kinds of relationships, including sexual relationships, including responsibilities of parenthood. Students encounter a wider range of institutions and services in the community, including those with a public facing role, such as food banks, emergency services, advisory services and financial services.
<b>Key Stage 5:</b>
Students consolidate and apply learning from earlier key stages into aspects of their lives that will be most critical as they apply their skills and knowledge into adult lives. Students learn to access a variety of facilities and services within the local community, for instance, learning to access the local gym and public transport services with as much independence as possible. Students encounter and practice their skills of forming effective working relationships with the wider range of people, for instance, encountering the concept of working for or with another person and needing to follow instructions in the context of the world of work. Students continue to learn about different kinds of relationships, with the continued emphasis on safe practice, privacy, coping with

emotions, consent and an appropriate knowledge of sexual relationships. Students are supported to understand, in proportion to their level of knowledge and starting points that some relationships may not be healthy, for instance, where there is an imbalance of power, coercion or control. Additionally, students at Key Stage 5 will undertake the ASDAN Personal and Social Development certificate at Entry 1 or 2.

For additional information and subject content, please see the relevant Schemes of Work for each key stage. As described, each Scheme of Work contains learning links and appropriate outcomes for students of different starting points and abilities. All students will access the full breadth of study but with the content and outcomes differentiated accordingly to suit individual aptitudes and needs.

Concepts and content overlap between the relevant key stages to ensure opportunities for learning, and overlearning ideas and concepts for our students, which is important for their ability to memorise and grasp the learning. In making a judgement about individual outcomes and lesson content, teachers will ensure students are confident with one idea or concept before moving on and ensure the outcomes are developmentally appropriate for students. For instance, if a student is at a level of using simple, single words to describe emotions and how they feel, e.g. happy or sad, teachers will ensure that this knowledge is fully consolidated before moving on to more complex concepts in terms of emotional recognition, e.g. tired, ill, angry, bored.

Some classes will have students from different year groups and key stages-the curriculum is organised so that each key stage follows a rolling programme of content. Teachers carefully record and map what students have studied to ensure there is not repetition. Where students from different key stages may be in a class, teachers will allow for this in planning and make the relevant links, again, ensuring that content offers sufficient stretch and challenge based on the starting point and abilities of the students and without unnecessary repetition of content in units taking place.

## RSE

The Sheiling recognises that all students have the right to Relationships and Sex Education (RSE), as part of the broader curriculum, as a level appropriate to their age, ability and emotional need. The school also recognises the pivotal role of parents and/or other advocates, and will always consult with them where it is felt that there is a need for an individual programme outside the standard curriculum. At the Sheiling these programs are developed through our Home Programme, which specifically addresses individual development and allows for development of individual learning resources to support particular learning needs. The home programme may be delivered in or out of the classroom, including in the students own living accommodation within our residential houses, where applicable. Appropriate links are also made with families and parents.

It is important for students to have an awareness of their own developing sexuality and the implications of this.

It is important that sexuality and sex are taught in the context of mutually supportive and beneficial, healthy relationships.

Students should be prepared for the eventuality of sexual relationship, as far as possible, even where such a relationship would seem unlikely.

Students should be actively taught key concepts such as privacy, stranger danger and best enable to keep themselves safe from harm.

An awareness of sexual reproduction, within the national curriculum, is taught, along with a developing awareness of the physical and emotional changes associated with the onset of adolescence.

Students are able to access sex education in as meaningful way as possible. This is likely to include the use of pictures, ICT, models, video and social stories. Care is taken to ensure that all materials used are age-appropriate, and also suitable for students who have severe learning difficulties. We recognise the difficulties associated with this, and the need to develop resources in-house, where appropriate, and with regard to individual needs. Visual resources may include symbols and line drawings but would never include photographs, or any other resource, depicting real human bodies.

RSE is taught through the curriculum by the class teacher.

For many students, masturbation is likely to be a method they use to find sexual fulfilment. This is a natural physical function which many students will learn naturally, though some students will require additional guidance and may need support to understand when and where this is appropriate. Visual resources, such as line drawings, may be used to help students understand the concept of masturbation. Use of such

resources is to give information only, and the Sheiling ensure that in no way are individuals either encouraged or incited to masturbate.

Is encouraged that sex education is not delivered in such a way as to risk encouraging inappropriate sexual experimentation, e.g. touching others inappropriately, and that it does not lead to unrealistic expectations of, for example, marriage and children, where this may not be a part of everybody's life experience.

Schemes of work are developed across the curriculum which highlight educational content and suggested methods of delivering the curriculum. Teachers will determine which content should be covered and how this content is best delivered to individuals/groups of students. RSE is delivered in small, mixed group teaching with certain aspects, for instance, menstruation, additionally covered on an individual basis with the individual concerned, e.g. through use of a social story.

Wherever possible, teachers will work to overcome misconceptions, e.g. that puberty only happens at a certain age, or that all individuals will enter into a sexual relationship.

Given the complex needs of our students, many of whom are working significantly behind age-related expectations, in assessing suitability of the content for a given individual, teachers will take into account their age, aptitudes, relative maturity and levels of understanding.

Multidisciplinary working to support the individual takes place where more support is needed around relationships and sex education. The Home Programme is designed in units of work that focus on key areas of learning such as public/private, keeping clean and sexual relationships. In all instances a Team Around the Person (TAP) meeting will be organised to discuss the support needed and develop an appropriate programme of support. In all cases we will consult with parents and, where appropriate, external professionals such as a Sexual Health Nurse.

### Planning

Teachers have access to schemes of work and will produce a medium term plan which includes a broad overview of the subject content to be covered, as well as a week by week breakdown of learning, highlighting the aims of each lesson and the resources required. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons.

### Resources

The Sheiling is well resourced with a wide range of resources for teaching PSHE&C. Much of the teaching requires resources that include objects/physical resources, utilising opportunities for visual, auditory and kinaesthetic learning. Students also access resources in the community such as visits to the local doctors and dentist.

### Cross Curricular Opportunities

Cross curricular learning includes: RE- learning about right and wrong and learning to work as a team and to respect others. English- communication and reading skills. PE- staying fit and healthy. Schemes of work also link through strongly to accreditation, opportunities to promote anti-bullying, personal safety, online safety and to promote tolerance and respect of others.

### Computing

All students have the opportunity to use a variety of ICT-based technology within PSHE&C lessons. This may be through the use of iPads, interactive whiteboards and through accessing a range of online resources.

### Assessment Opportunities (Impact)

Students are assessed using the Sheiling 'I Can' Curriculum Assessment Framework.

The school have developed our own framework for PSHE&C, utilising 'I Can' statements that capture the big ideas in the curriculum and give measurable outcomes for what students will be able to know, understand and do.

Progression over time is checked in real time as part of lessons and is monitored by school leadership over the course of each term, with targets for progress set within academic subjects and within the students Individual Education Plans.

Teachers maintain a Progress File for each student, highlighting outcomes achieved, levels of support and level of confidence/mastery, with each skill or knowledge attained.

PSHE&C is a fundamentally important subject for our students and therefore considered a core subject and a priority for progress monitoring and recording.

#### Reporting and Evaluation

Class teachers report on the progress of all subject areas as part of the students' Annual Review.

#### Role of the Subject Coordinator

PSHE&C is overseen by two members of teaching staff. RSE is overseen by the Deputy Head of School. The relevant staff monitor the planning and implementation of the PSHE&C curriculum and maintain a strategic overview of how their subject is being taught across the school. The subject coordinator ensures development of the subject and oversees teaching, monitoring of planning, resources and helps to inform plans for further development of the subject within the curriculum.

#### Review of this Policy

This Subject Policy is reviewed every three years, or more frequently, by the Head of School and in line with the needs of the school and developmental priorities, including quality improvement.

#### References

Relationships Education, Relationships and Sex Education (RSE) and Health Education  
Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers- DFE  
Guidance- Statutory RSHE- the PSHE Association:  
<https://pshe-association.org.uk/guidance/ks1-4/statutory-rshe>