

COPPICE SCHOOL

Relationship Sex  
Education Guidelines

2018-2020

### Relationship, Sex Education Curriculum Overview: Linked to SMSC & British Values

At Coppice School, through our provision for SMSC we supply and encourage opportunities for our pupils to develop a sense of self-worth, to recognise and apply the knowledge of right and wrong to their own lives, respecting feelings and values that to contribute to personal growth. We do this using a range of social skills in different contexts, developing Interests in the greater community. Understanding, embracing and accepting cultural diversity, taking opportunities of new experiences to enhance their knowledge of global differences

Threading within SMSC we also ensure the promotion of British Values is fully embedded in the school ethos and curriculum. We use these values as a basis to our teaching and learning throughout all aspects of our school day.

In summary, we aim to:

1. To identify with different people and their cultures
2. To respect the opinions and beliefs of others
3. To uphold the rule of law
4. To appreciate the importance of equality before the law
5. To cherish the individual liberty afforded to citizens of these islands
6. To support the principle of freedom of expression
7. To have some understanding of how a democratic political system works
8. To understand and exercise the notion of fair play
9. To be committed to personal and social responsibilities
10. To develop a sense of community and togetherness
11. To be aware of significant personalities, events and turning points in our history
12. To be conversant with examples of British creativity and/or culture

### RSE Curriculum Overview

	<b>EYFS</b>	<b>Key stage 1</b>	<b>Key stage 2</b>	<b>Key stage 3</b>	<b>Key stage 4</b>	<b>Key stage 5</b>
<b>Topics</b>	Myself and others	Myself and others	Differences: Boys and Girls	Differences: Males and females	Puberty and reproduction	Relationships, love and sex
	Family networks	Family networks	Naming body parts	Body changes and reproduction	Becoming men and women	Conception and pregnancy
	Body Awareness	Body Awareness	Everybody needs caring for	Puberty and hygiene	Sexuality	Support for young people
	Hygiene	Hygiene	Looking after my body	Menstruation and wet dreams	Rejecting unwanted approaches	Relationships and friends
	Recognising and naming feelings	Recognising and naming feelings	Decision making	Building good relationships	Self-control	Public and Private - Knowing the difference
		Choices	Self- esteem and Safety	Masturbation	Adulthood	Child sexual Exploitation and pornography - Staying Safe
		Friendships	Appropriate Behaviour	Respect for their own and other's physical and emotional privacy	Expectations for the future	
			Privacy	E-Safety	Relationship differences	
			Public and Private			

**Intentions:**

To provide opportunities for the children to learn about their own bodies & to help them see themselves as like other people.

To help prepare the young people for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves and others respect themselves and others and form and sustain healthy relationships.

To support the development of a healthy, safer lifestyle.

**Children and young people to work through the below scheme of work (differentiated to meet their individual needs and ability):**

Each of the themes will be developed at different levels over the years. Some themes will be covered /reinforced through general PSHE/science lessons and will be repeated through key stages. This will not necessarily coincide with age groups but rather with the young persons' ability and maturity.

Themes from KS3 will be revisited in KS4 and Post 16 to maintain, consolidate, reinforce and generalise previous learning, as well as introducing new knowledge, skills and understanding.

The themes identified below also include the basic SRE skills of permission, decision-making and assertion.

Development of clear ground rules with classes to be used to maintain a climate of trust and mutual respect between teachers, children and visitors, and to maintain professional boundaries.

**EYFS and Key Stage 1 RSE**

<b>Outcomes and Expectations</b>	<b>Topic and Learning activities</b>	<b>Resources</b>	<b>Organisation</b>	<b>Differentiation</b>	<b>Assessment opportunities</b>	
<p><b>Some</b> young people will be encouraged to encounter, experience, explore &amp; participate in the range of activities identified in the scheme of work.</p> <p><b>Most</b> young people will be able to, identify, demonstrate an awareness of and consider the themes, knowledge and skills identified in the scheme of work. Demonstrate competencies in using some of the terminology.</p> <p><b>A few</b> young persons will demonstrate an understanding of the themes, knowledge &amp; skills as identified in the scheme of work. Demonstrate competencies in using most of the terminology.</p> <p>To develop a holistic knowledge of themselves and the important people around them.</p> <p>To gain a basic level of self-care and self-regulation</p>	<p><b>Myself and others</b>                      Make reference to recognising oneself, use mirrors, photographs to secure concept of 'I' extending into <b>identifying class members and staff</b>; 'Who is it?' games, class/self portraits                      Promote self esteem - 'I can do' / 'all about me' books, design 'me doll'</p>	<p>Sensitive to age, gender, ability, faith, sexuality, ethnicity and culture as appropriate.</p> <p>Symbols, pictures, objects of reference, key words, making stories and books, using multi-sensory activities and VAK learning approaches.</p>	<p>Session to begin with group greeting, recap of previous session and identification of what they are learning today: provide structure &amp; opportunity for communication &amp; social interaction.</p> <p><i>Session divided into:-</i></p> <ul style="list-style-type: none"> <li>• Class/group/paired activity; encouraging communication &amp; social skills.</li> <li>• Opportunities for independent / individual work</li> </ul> <p>Session to end with recall/review to clarify knowledge and understanding in relation to what they have been learning (to facilitate personal episodic memory) &amp; reference to next session to provide structure, continuity &amp; facilitate transitioning.</p>	<p>Outcome</p> <p>Support given:                      * Independent                      * Ind.- Staff presence                      * Verbal prompt                      * Gestural prompt                      * Symbol prompt                      * Physical prompt                      * Experienced</p> <p>Task and content</p> <p>Resources</p> <p>Session organisation</p> <p>Communication :                      Verbal/ written/ symbols/ pictures/ photographs/ objects of reference</p> <p>Staff deployment</p> <p>Teaching styles e.g. active learning</p> <p>Range of groupings:                      class, group, paired, individual.</p>	<p>Teacher/adult assessments through <i>natural performance</i>: observation/ regular close monitoring of young person's work, witness statements, annotated photo/ video evidence &amp; focused teaching.</p> <p>Simulated activity: e.g. role-play</p> <p>Self-assessment through self-assessment sheets, young person report, discussion of work/progress with teacher.</p> <p>Young person's ability to attempt &amp; complete activities/ worksheets, written questions, projects/ assignments.</p> <p>Group discussion of work &amp; progress, peer report/feedback</p> <p>action plan, record of achievements</p> <p>Questioning: oral/written</p>	
	<p><b>Family networks</b>                      Building awareness and importance of all family members and position in the community, explore extended family where possible.                      Using home school links - family photos, collage of important people, things, pets.  <b>Places within the community/family relevant, grandma's, church, shops,</b></p>					
	<p><b>Body Awareness</b>                      What our bodies can do ....                      Working through the gross, fine and pre write motor skills.                      Activities around developing and securing these skills through various motor skills tasks, sorting threading, stacking, gymnastics etc                      Establish main body parts and their functions, <b>differences in bodies/people.</b></p>	<p>Mirrors                      Puppets, dolls, figures, body jigsaws                      Clothing                      Toiletries, towels                      Massagers                      Foot spa</p>				
	<p><b>Hygiene</b>                      Developing routines around hygiene coverage (teeth, hand washing etc) basic needs.                      Exploring apparatus to meet said needs.</p>	<p>Magazines                      Catalogues                      Body songs                      Family, baby, home, pet photographs</p>				
	<p><b>Recognising and naming feelings</b>  <b>Show differentiation between the basic feelings</b>                      happy/sad/cross - make links to social stories, activities inside outside of school, foods etc</p>					
	<p><b>Choices (KS1)</b>                      To develop, moving to; establishing links through choice=reward. <b>Beginning to establish differentiation of good/bad options.</b>                      Cross curricular into snack, lunch and free choice</p>					

	time.				
	<b>Friendships (KS1)</b> Building on social interactions, creating opportunity, role plays - child to child intensive interaction.				

Key Stage 2 RSE					
Outcomes and Expectations	Topic and Learning activities	Resources	Organisation	Differentiation	Assessment opportunities
<p><b>Some</b> young people will be encouraged to encounter, experience, explore &amp; participate in the range of activities identified in the scheme of work.</p> <p><b>Most</b> young people will be able to, identify, demonstrate an awareness of and consider the themes, knowledge and skills identified in the scheme of work. Demonstrate competencies in using some of the terminology.</p> <p><b>A few</b> young persons will demonstrate an understanding of the themes, knowledge &amp; skills as identified in the scheme of work. Demonstrate competencies in using most of the terminology.</p> <p><b>Keeping safe in public and private places.</b></p> <p><b>Be taught when and how to</b></p>	<p><b>Differences: Boys and Girls</b> Children learn to understand and <b>respect the differences and similarities between people.</b> Define difference and similarity • Understand that <b>boys and girls can both do the same tasks</b> and enjoy the same things; but that stories, TV and people sometimes say that boys do this and girls do that</p>	<p>Sensitive to age, gender, ability, faith, sexuality, ethnicity and culture as appropriate.</p> <p>Symbols, pictures, objects of reference, key words.</p>	<p>Session to begin with group greeting, recap of previous session and identification of what they are learning today: provide structure &amp; opportunity for communication &amp; social interaction.</p> <p><i>Session divided into:-</i></p> <ul style="list-style-type: none"> <li>• Class/group/paired activity; encouraging communication &amp; social skills.</li> <li>• Opportunities for independent / individual work</li> </ul> <p>Session to end with recall/review to clarify knowledge and understanding in relation to what they have been learning (to facilitate personal episodic memory) &amp; reference to next session to provide</p>	<p>Outcome</p> <p>Support given:</p> <ul style="list-style-type: none"> <li>* Independent</li> <li>* Ind.- Staff presence</li> <li>* Verbal prompt</li> <li>* Gestural prompt</li> <li>* Symbol prompt</li> <li>* Physical prompt</li> <li>* Experienced</li> </ul> <p>Task and content</p> <p>Resources</p> <p>Session organisation</p> <p>Communication : Verbal/ written/ symbols/ pictures/ photographs/ objects of reference</p> <p>Staff deployment</p> <p>Teaching styles e.g. active learning</p> <p>Range of groupings:</p>	<p>Teacher/adult assessments through <i>natural performance</i>: observation/ regular close monitoring of young person's work, witness statements, annotated photo/ video evidence &amp; focused teaching.</p> <p>Simulated activity: e.g. role-play</p> <p>Self-assessment through self-assessment sheets, young person report, discussion of work/progress with teacher.</p> <p>Young person's ability to attempt &amp; complete activities/ worksheets, written questions, projects/ assignments.</p> <p>Group discussion of work &amp; progress, peer report/feedback</p>
	<p><b>Naming body parts</b> Using tactile, physical apparatus to identify different body parts, how/what we need them for.</p>				
	<p><b>Everybody needs caring for</b> Identify important people, friends, babies and pets that we care for – and how. <b>What happens if someone/something is not cared for</b> correctly. Explore empathy.</p>				
	<p><b>Looking after my body</b> Recap on basic hygiene topic of KS1; useful apparatus and basic skills. How to look after the inside - healthy eating and exercise.</p>				
	<p><b>Decision making</b> <b>Links to independence. What clothes do we wear, what foods/tv/games do we like. What don't we like and why. Consequences and rewards of our decisions.</b></p>				
<p><b>Self-esteem and Safety</b> Consider and celebrate personal achievement. Compare public and private places and the</p>					

<p>refuse unwanted physical contact from other people.</p> <p>Learn when it is appropriate to touch others.</p> <p>Learn to distinguish between different kinds of physical contact.</p> <p>Know which places are private and which are public and what activities can be performed in those places.</p>	<p>different expectations of behaviour as well as danger indicators keeping safety as a focus point. Explore road safety/stranger danger/household hazards.</p>		<p>structure, continuity &amp; facilitate transitioning.</p>	<p>class, group, paired, individual.</p>	<p>action plan, record of achievements</p> <p>Questioning: oral/written</p>
	<p><b>Appropriate Behaviour</b> Create/explore class or school rules, looking at differences between settings and link in expected behaviour.</p>				
	<p><b>Privacy</b> Explore how we treat our friends and family, what is and is not appropriate.</p> <p>Make links to previously covered identification of public and private places, striking a difference between the two and identifying the behaviours that match the setting. What private places do you or others have and how can they be used/respected.</p>				

Key Stage 3 RSE					
Outcomes and Expectations	Topic and Learning activities	Resources	Organisation	Differentiation	Assessment opportunities
<p>Some young people will be encouraged to encounter, experience, explore &amp; participate in the range of activities identified in the scheme of work.</p> <p>Most young people will be able to, identify, demonstrate an awareness of and consider the themes, knowledge and skills identified in the scheme of work. Demonstrate competencies in using some of the terminology.</p>	<p><b>Differences: Males and females</b> Identification of gender and how can we tell - dressed/undressed. Identification of generic and sexual body parts, how they function and what they are for. Look at clothes, toiletries etc related to each sex.</p>	<p>Sensitive to age, gender, ability, faith, sexuality, ethnicity and culture as appropriate.</p> <p>Symbols, pictures, objects of reference, key words.</p>	<p>Session to begin with group greeting, recap of previous session and identification of what they are learning today: provide structure &amp; opportunity for communication &amp; social interaction.</p> <p>Session divided into:-</p> <ul style="list-style-type: none"> <li>• Class/group/paired activity: encouraging communication &amp; social skills.</li> <li>• Opportunities for</li> </ul>	<p>Outcome</p> <p>Support given:</p> <ul style="list-style-type: none"> <li>* Independent</li> <li>* Ind.- Staff presence</li> <li>* Verbal prompt</li> <li>* Gestural prompt</li> <li>* Symbol prompt</li> <li>* Physical prompt</li> <li>* Experienced</li> </ul> <p>Task and content</p> <p>Resources</p> <p>Session organisation</p>	<p>Teacher/adult assessments through natural performance: observation/ regular close monitoring of young person's work, witness statements, annotated photo/ video evidence &amp; focused teaching.</p> <p>Simulated activity: e.g. role-play</p> <p>Self-assessment through self-assessment sheets, young person report, discussion of</p>
	<p><b>Body changes and reproduction</b> Children learn about the physical differences between male and female bodies and explore reproduction and growth. Name the main sexual and reproductive parts of</p>				

<p>A few young persons will demonstrate an understanding of the themes, knowledge &amp; skills as identified in the scheme of work. Demonstrate competencies in using most of the terminology.</p> <p><b>Knowing why and how it is important to keep clean and healthy</b></p> <p><b>How bodies change and grow over time</b></p> <p><b>Explore gender differences, beginning with physical and developmental, and moving on to explore attitudinal and behavioural differences.</b></p> <p><b>Extend pupils emotional language and to raise awareness of possible future changes in their lives.</b></p> <p><b>Highlight individuality and self-esteem.</b></p> <p><b>Encourage pupils to use their senses and reflect on their thoughts and feelings before making choices.</b></p> <p><b>To increase awareness of personal responsibility for</b></p>	<p>the human body using correct terminology, and describe the functions of some of them.</p> <p><b>Puberty and hygiene</b> It gives children the opportunity to raise questions and address concerns about puberty, including showing them where to get help and support, and looks at the positive aspects of getting older.</p> <p>Describe the main physical and emotional changes in puberty for both boys and girls, and the differences between them. Explain that there are different rates of change during puberty for different people and give some reasons for this. Deal positively with concerns or questions they have about puberty and know where to go for further help and information if they need it. Identify reasons for personal hygiene, routines and explore equipment and where it can be purchased.</p> <p><b>Menstruation and wet dreams</b> Identify facts about menstruation.</p> <p><b>Building good relationships</b> Define some features of friendships and other types of relationships and identify what they might look for in a relationship. Explain how they can help a relationship to thrive and develop. Identify ways in which the media portrays young people and their relationships, and recognise some of the pressures an individual may feel to conform to these images. <b>Explain their own views and opinions and those of others towards aspects of friendships and relationships</b>, including reasons for delaying a sexual relationship. Demonstrate ways to negotiate within relationships and ways of</p>		<p>independent / individual work</p> <p>Session to end with recall/review to clarify knowledge and understanding in relation to what they have been learning (to facilitate personal episodic memory) &amp; reference to next session to provide structure, continuity &amp; facilitate transitioning.</p>	<p>Communication : Verbal/ written/ symbols/ pictures/ photographs/ objects of reference</p> <p>Staff deployment</p> <p>Teaching styles e.g. active learning</p> <p>Range of groupings: class, group, paired, individual.</p>	<p>work/progress with teacher.</p> <p>Young person's ability to attempt &amp; complete activities/ worksheets, written questions, projects/ assignments.</p> <p>Group discussion of work &amp; progress, peer report/feedback</p> <p>action plan, record of achievements</p> <p>Questioning: oral/written</p>
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<p><b>decisions and how these decisions have consequences.</b></p> <p><b>To allow pupils to explore what rights they have in relation to their sexuality and to develop an appreciation that rights bring with them responsibilities.</b></p> <p><b>To ensure pupils have basic knowledge about the outer male and female sexual organs, and the associated terminology.</b></p>	<p>making decisions that reduce harm to themselves and the relationship. Identify relationship between emotional health and well being, and sex and relationships. <b>Cultural and moral viewpoints within different faiths and their influence on SRE.</b> Issues within family life such as parenthood, loss and change. <b>Rights and responsibilities of the individual and others</b> within relationships. Nature and importance of mutually supportive relationships, including marriage, and their <b>importance for family life.</b> Role of the media in relation to aspects of sex and relationships. How to start, maintain and end relationships.</p> <p><b>Masturbation</b> Public and private: What is a public area, what is a private area - of body and environmental. Keeping safe and assessing and managing risk, including how to ask for help. Personal space and appropriateness of touch of self and others. Discuss masturbation - use line drawings/DVD to trigger discussions. Identify sequence. Identify appropriate/ inappropriate masturbation (inc public/private). Discuss why feel sexually aroused and what to do when feel like this. Discuss individual choice and why people may choose not to. Discuss what you need to do after masturbation.</p> <p><b>E-Safety</b> What is personal information and why should we keep it safe? Friend or foe, what are the indicators. What is social media and how can we use it safely? Explore scenarios that are possible and current.</p> <p><b>Respect for their own and other's physical and emotional privacy</b> <b>Question why is it important and why should we respect privacy? Why is staring at strangers for</b></p>				
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	<p>a long period of time in a restaurant is a wrong thing? Why is trying to listen to stranger's conversation is wrong? Why is secretly sneaking to see others personal stuff is a wrong thing? How you would feel if people were not respecting you own privacy.</p>				
	<p><b>Public and Private</b> Explore private places we use; toilet, bedroom and develop guidelines/rules on how we access others private spaces. Consider personal space boundaries and also safety boundaries or 'the pants rule' <a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a> Explore public places and the differences in behaviour required for each individually; eg you could dance at a party but not in a shop, you could shout at a football match but not in the street etc.</p>				

Key Stage 4 RSE					
Outcomes and Expectations	Topic and Learning activities	Resources	Organisation	Differentiation	Assessment opportunities
<p><b>Some</b> young people will be encouraged to encounter, experience, explore &amp; participate in the range of activities identified in the scheme of work.</p> <p><b>Most</b> young people will be able to, identify, demonstrate an awareness of and consider the themes, knowledge and skills identified in the scheme of work. Demonstrate competencies in using some of the terminology.</p> <p><b>A few</b> young persons will</p>	<p><b>Puberty and reproduction</b> Children learn about the changes that occur during puberty, identify the physical, emotional and behavioural changes that occur during puberty for both males and females • Understand that puberty is individual and can occur any time and that it is linked to reproduction. Children learn about human reproduction in the context of the human life-cycle. Explore how babies are made, including the relationship between sexual intercourse and conception.</p> <p><b>Sexuality</b> Explore what sexuality is, and consider how gender, relationships, the law and sexual orientation shape their views of themselves and the people around them. Identify some of the effects that gender stereotypes might have on people's lives, and their own attitudes towards</p>	<p>Sensitive to age, gender, ability, faith, sexuality, ethnicity and culture as appropriate.</p> <p>Symbols, pictures, objects of reference, key words.</p>	<p>Session to begin with group greeting, recap of previous session and identification of what they are learning today: provide structure &amp; opportunity for communication &amp; social interaction.</p> <p><i>Session divided into:-</i></p> <ul style="list-style-type: none"> <li>• Class/group/paired activity; encouraging communication &amp; social skills.</li> <li>• Opportunities for independent /</li> </ul>	<p>Outcome</p> <p>Support given:</p> <ul style="list-style-type: none"> <li>* Independent</li> <li>* Ind.- Staff presence</li> <li>* Verbal prompt</li> <li>* Gestural prompt</li> <li>* Symbol prompt</li> <li>* Physical prompt</li> <li>* Experienced</li> </ul> <p>Task and content</p> <p>Resources</p> <p>Session organisation</p>	<p>Teacher/adult assessments through <i>natural performance</i>: observation/ regular close monitoring of young person's work, witness statements, annotated photo/ video evidence &amp; focused teaching.</p> <p>Simulated activity: e.g. role-play</p> <p>Self-assessment through self-assessment sheets, young person report, discussion of work/progress with</p>

<p>demonstrate an understanding of the themes, knowledge &amp; skills as identified in the scheme of work. Demonstrate competencies in using most of the terminology.</p> <p>To take previous topic coverage to a more in depth level, applying it to themselves; helping to see their individual place in the community.</p> <p>To prepare for changes to their circumstances and embrace responsibility.</p> <p>To gain skills and knowledge to assist with independent living and the freedom of expression it brings.</p>	<p>gender roles. Know some of the basic laws governing sexual <b>choices and behaviours and identify how these could affect their lives.</b></p> <p>Demonstrate a variety of possible responses to someone who is open about their sexual orientation, and identify possible effects of those responses. Personal identity, gender roles, sexuality, sexual orientation and their influence on sex and relationships.</p>		<p>individual work</p> <p>Session to end with recall/review to clarify knowledge and understanding in relation to what they have been learning (to facilitate personal episodic memory) &amp; reference to next session to provide structure, continuity &amp; facilitate transitioning.</p>	<p>Communication : Verbal/ written/ symbols/ pictures/ photographs/ objects of reference</p> <p>Staff deployment</p> <p>Teaching styles e.g. active learning</p> <p>Range of groupings: class, group, paired, individual.</p>	<p>teacher.</p> <p>Young person's ability to attempt &amp; complete activities/ worksheets, written questions, projects/ assignments.</p> <p>Group discussion of work &amp; progress, peer report/feedback</p> <p>action plan, record of achievements</p> <p>Questioning: oral/written</p>
	<p><b>Becoming men and women</b></p> <p>Identify expectations of men and women, linking to the changes that sexes have gone through to achieving the current equal rights. <b>Consider myths and outdated beliefs, extending into cultural differences also.</b></p>				
	<p><b>Adulthood</b></p> <p>What qualifies you as an adult? Explore changes in behaviours, expectations, physical and emotional changes. <b>Consider rights of passage.</b></p>				
	<p><b>Expectations for the future</b></p> <p>What happens next year? - Transition preparation into KS5 and the new regime of learning and experiences and what this will prepare us for.</p>				
	<p><b>Relationship differences</b></p> <p>What types of relationships are there, how are they different? Use home links and the family, social interests and leisure clubs to support this. Identify the differences between friendships and 'girlfriend/boyfriend' and how to develop these in</p>				

	<p>a healthy way.</p>				
	<p><b>Self-control</b>          Better understand their feelings. Encourage them to think about what might them to lose control and then analyse it. Explain that sometimes situations that are upsetting at first don't end up being so awful. Urge to take time to think before responding to a situation, exploring consequences of actions and link to ever <b>increasing adult responsibility and expectation.</b></p>				
	<p><b>Rejecting unwanted approaches</b>          Use concrete examples of what an unwanted approach might be-touching, hugging, personal space. Discover the feelings linked to the examples and investigate the concept that others may not feel the same way. <b>Discuss strategies that would help us to identify signs that others may be uncomfortable and ways to express how you are feeling when receiving an unwanted advance.</b></p>				

**Key Stage 5 RSE**

Outcomes and Expectations	Topic and Learning activities	Resources	Organisation	Differentiation	Assessment opportunities
<p><b>Some</b> young people will be encouraged to encounter, experience, explore &amp; participate in the range of activities identified in the scheme of work.</p> <p><b>Most</b> young people will be able to, identify, demonstrate an awareness of and consider the themes, knowledge and skills identified in the scheme of work. Demonstrate competencies in using some of the terminology.</p> <p><b>A few</b> young persons will demonstrate an understanding of the themes, knowledge &amp; skills as identified in the scheme of work. Demonstrate competencies in using most of the terminology.</p> <p><b>To reinforce the message that any</b></p>	<p><b>Relationships and reproduction</b> Learn about and discuss issues around sexual relationships and sexual intercourse to help them make more informed and healthy choices. This includes looking at why someone might decide to have sex or not, including consent. To learn about the right to be free from abuse. What abuse means and where and how to get support. Young persons practise assertiveness skills (Identify and record why it is important to say or show you mean no and record Do's and Don'ts to help them say no. Identify and record occasions when you might say no. Students to identify and practice body language to help indicate no. Students to practice saying and showing they mean no. Learn how to manage difficult conversations about sexual behaviour and find out about sexually transmitted infections (STIs), HIV/AIDS and contraception (safer sex and its negotiation). Making decisions about personal health. Demonstrate ways of resisting pressure to have sex and know that individuals have to make choices that are right for them. Describe some of the ways that alcohol can affect sexual behaviour and identify and discuss ways of reducing and managing these risks. Demonstrate some ways of managing discussions with adults, including parents/carers, concerning sexual behaviour. Know where to get further information, support and help about all aspects of sexual behaviour.</p>	<p>Sensitive to age, gender, ability, faith, sexuality, ethnicity and culture as appropriate.</p> <p>Symbols, pictures, objects of reference, key words.</p>	<p>Session to begin with group greeting, recap of previous session and identification of what they are learning today: provide structure &amp; opportunity for communication &amp; social interaction.</p> <p><i>Session divided into:-</i></p> <ul style="list-style-type: none"> <li>• Class/group/paired activity; encouraging communication &amp; social skills.</li> <li>• Opportunities for independent / individual work</li> </ul> <p>Session to end with recall/review to clarify knowledge and understanding in relation to what they have been learning (to facilitate personal episodic memory) &amp; reference to next session to provide structure, continuity &amp; facilitate transitioning.</p>	<p>Outcome</p> <p>Support given:</p> <ul style="list-style-type: none"> <li>* Independent</li> <li>* Ind.- Staff presence</li> <li>* Verbal prompt</li> <li>* Gestural prompt</li> <li>* Symbol prompt</li> <li>* Physical prompt</li> <li>* Experienced</li> </ul> <p>Task and content</p> <p>Resources</p> <p>Session organisation</p> <p>Communication : Verbal/ written/ symbols/ pictures/ photographs/ objects of reference</p> <p>Staff deployment</p> <p>Teaching styles e.g. active learning</p> <p>Range of groupings: class, group, paired, individual.</p>	<p>Teacher/adult assessments through <i>natural performance</i>: observation/ regular close monitoring of young person's work, witness statements, annotated photo/ video evidence &amp; focused teaching.</p> <p>Simulated activity: e.g. role-play</p> <p>Self-assessment through self-assessment sheets, young person report, discussion of work/progress with teacher.</p> <p>Young person's ability to attempt &amp; complete activities/ worksheets, written questions, projects/ assignments.</p> <p>Group discussion of work &amp; progress, peer report/feedback</p> <p>action plan, record of achievements</p>

<p><b>person who has unprotected sex is at risk from Sexually Transmitted Infections (STIs).</b></p> <p><b>To help pupils become aware of the choices that lie ahead of them in relation to their sexual activity.</b></p> <p><b>To raise awareness of who is available if pupils need help and advice.</b></p>	<p><b>Conception and pregnancy</b>          Know that there are different types of contraception and understand their risks and benefits. Name different STIs, including AIDS/HIV and how they can be contracted, and describe effective ways of protecting themselves against STIs/HIV/AIDS. Planned and unplanned pregnancy, recap methods of contraception, abortion and fertility treatment. Discuss and record vocabulary relating to pregnancy. Use video/pictures to illustrate the stages of pregnancy &amp; birth of a baby. Discuss and record signs and symptoms of pregnancy. Discuss and record stages of pregnancy and needs of mother to be. Discuss and record the preparation for the baby's arrival and the birth day. Impact on rest of life.          Useful website:  <a href="http://www.welltown.gov.uk">www.welltown.gov.uk</a>  <a href="http://www.wiredforhealth.gov.uk">www.wiredforhealth.gov.uk</a>  <a href="http://www.wiredforhealth.gov.uk/doc.php?docid=7633">www.wiredforhealth.gov.uk/doc.php?docid=7633</a>  <a href="http://www.wiredforhealth.gov.uk/cat.php?catid=842">www.wiredforhealth.gov.uk/cat.php?catid=842</a></p>				Questioning: oral/written
	<p><b>Child sexual Exploitation and pornography - Staying Safe</b>          Explore the meanings of exploitation and pornography and the dangers attached. Develop ways of avoiding situations and what to do if said situation occurs.</p>				
	<p><b>Relationships and friends</b>          Identify what pupils already know about friendships and who their friends are. Prepare for upcoming changes to circumstance and the importance of using their skills within a new setting. Consider groups or leisure activity centres available to them as adults. Make links to developing friendships into relationships as they journey into adulthood.</p>				

	<p><b>Support for young people</b> Discover groups and activities available within their local community. Discuss next steps after school and the different options re independent living.</p>				
	<p><b>Public and Private - Knowing the difference</b> Recap and build on previous knowledge, making links to new experiences pupils will encounter after school life.</p>				

**Spontaneous issues:**

Some strategies used to respond appropriately to spontaneous issues raised by children while working within the planned programme:

- Brainstorm potential questions and their possible answers with colleagues
- Establish clear ground rules that have as their foundation respect. This includes respect for privacy and a clear agreement that no personal questions will be answered by the child or teachers.
- If a question is too explicit for the age/ability of the child, is too explicit generally, is inappropriate for the whole class, the question is acknowledged and they are informed that it is inappropriate to discuss it now but it will be later on an individual basis (with another member of staff present). This will be done with great sensitivity in order to protect the integrity and self respect of the young person. Use of a question box or e-mail.
- An important aspect of SRE is understanding boundaries and how to maintain them. An effective way for children to learn about boundaries is by the teacher modeling how to establish and maintain boundaries. Demonstration of clear boundary setting and maintenance could be by both teachers and/or young people in saying "No, I don't want to answer/talk about ...." It is important that young people know that both adults and young people have rights and responsibilities.
- A list of support agencies/professionals/help lines/websites to which young people may refer themselves (we tend to have child line displayed around the school).
- If an answer to a question is not known, this is acknowledged and suggestions made about how to research for the answer. Myths etc are clarified with statistics. Use of a question box.

**Prejudice:** Consistent strategies used to challenge prejudice and value diversity in the classroom (in line with section 407 of the Education Act 1996):

- Use of appropriate resources
- Use of statistics
- Present a broad and balanced view of cultures
- Challenge assumptions & encourage debate.
- Create an open climate

**Links with communication/Literacy**

Take part in a group discussion. Read and understand/obtain/summarise information from documents about the same subject. Present relevant information in a format that suits the purpose. Listen and respond. Speak to communicate. Write to communicate. There will be opportunities to follow instructions and evaluate. Opportunities to ask and answer questions.

**Links with numeracy**

Data and statistical measures - extracting information from lists, tables and diagrams, make comparisons from bar charts and pictograms. Make observations and record data. Organise and represent information. Opportunities to use mathematical language

**Links with ICT**

Access ICT equipment - use laptop/PC, interactive whiteboard, watch DVD. Search for and select information relevant to the tasks. Enter and develop the information to suit the task and derive new information. Enter and combine information using formats that help development; develop information and derive new information as appropriate. Present combined information. Develop the presentation so that the final output is accurate and shows consistent use of formats.

**The internet and other media sources**

Young people will have opportunities to research, interpret and use a wide range of sources of information to inform their decision-making. This includes looking at the ways in which different media portray young people and social issues and present a balanced or partial view of issues.