JWS Curriculum : Relationships and Sex Education

Underpinning all learning at JWS is the development of functional skills which is underpinned by our Core Principles:

SLICE

Safety	Learning	Independence	Communication	Engagement

Relationship and Sex Education (RSE) forms part of our school's Personal, Social and Health Education (PSHE) Curriculum.

We focus on the development of functional skills and their application in the community as well as an ability to cope with change. This curriculum supports learners in finding out how to develop relationships, to look after themselves, keep themselves safe and how to take care of their bodies. We also recognise the importance of social relationships enabling our students to function as part of a whole community on many levels.

The RSE curriculum comes under the Health aspect of this curriculum and individual Education and Health Care Plans (EHCPs), although some aspects are taught through Science, RE, Drama, and SMSC. Rather than seeking to encourage early sexual experimentation, the aim is to teach young people to understand human sexuality and to respect themselves and others.

JWS Relationships and Sex Education Curriculum

Intent - Early Years Approach

Pupils are learning that their bodies need to be respected and cared for and that some body areas are private.
Pupils are learning to build friendships and play cooperatively, respecting one another with kind words and gentle touches.

Implementation including strategies

Families and people who care for me

- Importance of family
- Characteristics of healthy family life
- Respect for family diversity
- Reminding children that going to the toilet is private, to close the door before removing clothing.
- Developing independence with self care.
- Developing an understanding of good practices with regard to hygiene, and that it can lead to good health- begin by teaching children to wash hands thoroughly using soap

Caring friendships

- How to recognise unsafe situations and how to seek advice/help
- Importance of friendships
- Characteristics of friendships
- Benefits of healthy friendships
- How to maintain a healthy friendship
- How to recognise an unhealthy friendship and seek help
- Asking for help from a staff member if needed
- Importance of friendships- using gentle touches and being kind to our friends

- Importance of saying no and telling an adult if the child is not happy with the way another child is behaving towards them

Resources and Environment

Circle times
Family links vocabulary- gentle touches, thinking time, giving sunshine
Adults to role model respectful behaviour towards others
Stories including: *I'm Sorry* by Sam McBrantney, *Mama do you love me* by Barbara M Joose, *Mine* by Hiawyn Oram, *The Rainbow Fish* by Marcus Pfister, *My Mum and Dad make me laug*h by Nick Sharratt
Puppets

Intent - Fundamental Approach (pre formal) P1-P3
Relationships for students working on this level can include their immediate family and teachers/carers. They will start to gain experiences of public and private spaces through experiences. E.g. during personal changes or moving to a different room for lunch.

Implementation including strategies

Families and people who care for me

- Importance of family, who looks after me, recognising who is in their immediate family

Caring friendships

- Importance of friendships: Cause and Effect Activities and Intensive Interaction
- Communication and turn-taking: Sharing staff member's attention, taking part in a small group circle time activity
- Relationships with adults at home and at school/care environment,

Respectful relationships

- Importance of friendships- using gentle touches and being kind to our friends.
- Importance of saying no and telling an adult if the child is not happy with the way another child is behaving towards them.
- Intensive Interaction Sessions to support an understanding of Turn Taking as a start to understanding communication.

Resources and Environment

Circle times
Family links vocabulary- gentle touches, thinking time, giving sunshine
Adults to role model respectful behaviour towards others
Sensory stories-
Photos
Objects of Reference
PECS
Intensive Interaction strategies
Cause and Effect sensory activities
Communication devices

Intent - Enhanced Approach (semi formal/Pre KS) P4-Pre key stage standards

Relationships for students working on this level can include: close family, wider family, family friends, school or afterschool staff and childcare providers.

They will also start to gain an understanding of private and public spaces, through experiencing different environments.

Implementation including strategies

Families and people who care for me

- Importance of family: recognising who is your family and that you get family and strangers (starting to use public and private)
- Characteristics of healthy family life: activities you can enjoy with your family.
- Respect for family diversity: circle time activities about being kind, gentle touches
- Importance of stable relationships: Who is helping me? Stable relationships for the student might be family/friends/carer
- Marriage/civil partnership

Caring friendships

- How to recognise unsafe situations and how to seek advice/help
- Importance of friendships
- Characteristics of friendships
- Benefits of healthy friendships
- How to maintain a healthy friendship
- How to recognise an unhealthy friendship and seek help

Respectful relationships

- Importance of self-respect
- Importance of respecting others
- Permission seeking
- Conventions of courtesy and manners.
- Types of bullying, impact and how to get help
- Stereotypes and their impact

Online relationships

- Same relationship principles apply online
- People behave differently online
- Rules for keeping safe online
- How to critical consider online content
- How information and data are shared and used online.

Being safe

- Your body belongs to you
- Appropriate boundaries
- What privacy means
- Strangers and/or familiar people; protective behaviours, speaking up
- Where to get advice
- Asking for help and reporting abuse

Resources and Environment

Circle of Touch (Public and Private)

PANTS resources for schools and teachers

Family Links Resources and games
Circle time/talk time
1:1 sessions where needed
Sensory stories
Photos
PECS
Intensive Interaction strategies
Cause and Effect sensory activities

Intent - Formal Approach (Relationships and Sex Education /National Curriculum)
Pupils at this stage will are able to:
Students need a safe space in which to share and explore their needs and interests
Students need to know that key school staff discuss their needs and interests with families

Implementation including strategies

- Understand codes of behaviour in an adult led classroom setting but have not necessarily got the understanding to implement it in a given situation.
- Have an understanding of absolutes but are not able to exercise choice and moderation
- Have an understanding of obvious emotion but will not grasp subtleties
- Can discuss technicalities, but not necessarily understand the long term effects
- Are able to make positive relationships with peers/staff but do not always grasp the boundaries
- Are sufficiently aware that there is a “world out there “ which they wish to participate in
- An understanding of being cared for but not able to see interpret behaviour at subtle levels/bullying abuse masked as favours.

Resources and Environment

My Body (information texts books)
Health workers : e.g. nurse
Science: My body resources
Family Links Circle times
Pictures and PECS cards/ word mats

Intent - Life Long Approach (Preparation for life beyond School)

Families

- Different types of relationships and how they contribute to happiness
- Rights relating to marriage and civil partnership
- Roles and responsibilities of parenting
- Trust in friendships and relationships and how to seek help and advice
- Developing the confidence to express ourselves in a safe environment / school / home

Caring friendships

- How to recognise unsafe situations and how to seek advice/help
- Importance of friendships
- Characteristics of friendships
- Benefits of healthy friendships
- How to maintain a healthy friendship
- How to recognise an unhealthy friendship and seek help

- How to conduct / maintain friendships on many different levels with a wide variety of people
- An understanding that we have a choice in our friendships

Respectful relationships, including friendships

- Characteristics of positive and healthy friendships and relationships
- The negative impact of stereotypes
- Importance of respect and tolerance of difference
- Recognition of bullying and its Impact and how to respond
- Criminal behaviour in relationships, including sexual harassment and violence
- Legal rights and responsibilities regarding equality
- An understanding that relationships are a two way process in which all parties need to be considered.

Online and media/ Online relationships

- Same relationship principles apply online
- People behave differently online
- Rules for keeping safe online
- How to critical consider online content
- How information and data are shared and used online.
- Rights, responsibilities and opportunities online
- Online risks, including sharing personal data and how to seek help
- Impact of viewing harmful content, including sexually explicit material
- Law with regards to sharing indecent images
- How personal data is shared and used online

Being Safe

- Understanding sexual consent, exploitation, abuse, grooming
- How to recognise and communicate consent
- An understanding of the longer term implications and risk taking
- An understanding of the vulnerability of the situations

Intimate and sexual relationships, including sexual health

- How to recognise healthy intimate relationships based on trust and mutual respect
- Understand how health is affected by choices in relationships
- Facts of reproductive health including fertility
- Strategies for managing sexual pressure, the choice to delay sex or enjoy intimacy without sex
- Full range of contraceptive choices and options and where to get help and treatment
- Facts about pregnancy and miscarriage
- Pregnancy choices and where to get help
- How STIs are transmitted and the importance of testing
- Prevalence of STIs, impact and treatment
- Alcohol and drugs and their impact on sexual behaviour
- The impact of technological innovation, self stimulation??
- Knowing human rights

Resources and Environment

-NSPCC trust materials
-Family Links resources and techniques
-School Nurse service
-OTSA facilitated training
-BIHR website- Human Rights
Human Rights and Advocacy: A Short-guide

- We promote positive behaviour and self-regulation and boundaries, as some of our children's self exploration behaviour can be a way to gain attention or self-regulation (which can be diverted to different self-regulation strategies) , especially in the primary school age.