



Relationships and Sexuality Education at Charlton Park Academy Pathway Three

Rationale:

At Charlton Park Academy, all students have access to a comprehensive Relationships and Sexuality Education curriculum. The main aim of RSE is to promote student safety and to develop student's confidence in understanding and dealing with situations that relate to their own health and wellbeing.

Key goals of any Relationships and Sexuality Education program include supporting students to develop:

- Skills to ensure their personal safety is maintained
- Knowledge around the physical, social and emotional changes that occur during puberty
- Ways to develop and foster relationships and friendships
- Ability to manage their own health and hygiene
- Develop a healthy appreciation for themselves and others

For students in Pathway Three, teachers and staff engage students through a range of programs daily that together allow for students to be immersed in learning that aims to develop their skills and understanding of important aspects of these key goals.

Programs taught at Charlton that positively contribute to students understanding include:

- *Sherbourne, TacPac, MOVE and Intensive Interaction, attention autism*
- *All curriculum areas*

Therefore, an integrated approach to teaching RSE has been adopted and through these tactile, kinaesthetic pedagogies students are becoming aware of their bodies, how to move and be with others (Relationships Education) and developing a common language when communicating with others about their bodies. (Sexuality)



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Curriculum:

Incidental and ongoing teaching episodes delivered by familiar staff using familiar and repetitive language can help to consolidate students developing understanding. Therefore a range of activities are suggested when delivering RSE to help gain students interests and attention. These activities should be incorporated into the daily lessons and routines of the students, to support the development of the correct context for this learning.

A range of RSE learning objectives should be worked on in every lesson within the Pathway 3 Curriculum. These should be individualised to the student and linked to the learning in some way, so that no additional paperwork needs to take place. At the top of each student's Task Sheet these should be recorded so all members of staff know what and where the link is to the RSE. When commenting on the work completed by the students, staff are to make comments where they can that also link to the RSE learning and progress.

RSE learning objectives are to link to one of the following Key Skills:

RSE Key Skill	RSE Topics
Families	Hygiene routines, positive mental health, personal care routines, independence skills
Respectful Relationships including friendships	Relationships with self, self-advocacy, making choices, personal strengths and weaknesses, likes/dislikes, self-esteem, resilience Friendships, types of touch, rules for touch, saying NO, interactions with peers Relationships with staff, interactions with familiar adults
Online and Media	Making choices, monitoring access, devices set up ready, engagement alongside choices, cause and effect, sensory stories
Being Safe	Public & Private, feelings of safety and unsafety, warning signs, familiar adults



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Intimate and Sexual relationships including sexual health	Relationships with self, correct terminology for body parts, naming parts of the body, functions for body parts, body changes during puberty
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Additional Activity Ideas for more specific topics

This list is not exclusive. Teachers are encouraged to think creatively within their curriculum to link RSE Key Skills to their planning, teaching and learning.

Families	• Finding own photographs • Learning how to make appropriate and meaningful responses • Learning to wait • Greeting familiar peers and adults • Picking out photos of familiar people
Respectful Relationships including friendships	• Making choices at lunchtime and structured leisure times • Finding own photographs • PECs interactions • Learning how to make appropriate and meaningful responses • Turn taking games • Learning to wait • Greeting familiar peers and adults • Awareness of staff and peers' names • Recognising own photos • Picking out photos of familiar people • Lining up as a class (i.e. in dinner hall)



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Online and Media	• Making choices • Using symbols • Turn taking games • Interactive stories • Music and singing • Eye gaze • Switching including big mac communication switches and sensory interactions
Being Safe	• PECs interactions • Choices through symbols, photographs, objects • Learning how to make appropriate and meaningful responses • Using symbols • Personal care routines • Changing and dressing for swimming etc • safety within the dinner hall, food tech rooms, using equipment • using visual sequences and visual timetables • Sound cues for timetables
Intimate and Sexual relationships including sexual health	• Finding own photographs • Using symbols • Personal care routines • Changing and dressing for swimming etc • Verbalising names for body parts during personal care and changing routines • Thera-pressure brushing