

SEMH (Social, Emotional and Mental Health)

Relationships and Sex Education

Appropriate for all Hazelbeck learners

Our students need to learn how to manage the diverse relationships they will come into contact in adulthood. They will learn to develop effective relationships, assume greater personal responsibility and manage personal safety, including online.

RSE helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Related skills from PLPs:	Engagement. Exploration. Problem solving. Listening. Decision making. Making healthy choices. Attention. Vocabulary and audience. Emotional understanding. Social Communication. Social Interaction. Understanding relationships.		
Other linked N.C. subject areas:	Understanding the World, Life Skills, Hygiene, Self-care, Personal Development, Human Biology,		
Key questions:	All	Some	A Few
	More? Finished?	What is happening? Why is this happening? Who? Which? How do you feel?	Why did this happen? What can you change? What is the impact? What will happen if...?
Key vocabulary:	All	Some	A Few
	more, finished, me, you, yes, no, touch, stop	Friend, play, support, help, appropriate, turn, happy, unhappy, fair, unfair, baby, grown up, teenager, changes, consent, inappropriate, private, public, biological names for visible parts of the body	Relationship, respect, concern, sex, sexuality, gender, masturbation, erection. wet dream, puberty, periods, fertilise, egg, pregnant, pregnancy, birth, abortion, family planning, the pill, condom, implant, legal, illegal, abuse, abusive, genitals, biological names for body parts, including internal.

Student knowledge:	Activities:	Criteria for progress
<ul style="list-style-type: none"> I notice people and things in the environment. 	General activities within the school environment	Students will show recognition. Students will be aware of others around them Students respond to proximity. Students will be able to respond to stimuli.
<ul style="list-style-type: none"> I respond to sensory and social experiences with differentiated emotions. 	Access to socially representative resources Sensory resources Small world activities	

	Intensive interaction	Students will demonstrate they have made a choice. Students will remain calm and engage in new and changing situations for short periods of time Students will respond to touch of and show control of parts of their body. Students will express their wishes in intentional and pre-intentional ways.
• I participate in new and changing situations.	General activities within the school environment	
• I remove myself or my attention from over stimulating or undesired activity.	General activities within the school environment	
• I respond to visual cues (Gestures, facial expressions, photographs or pictures).	General activities within the school environment	
Some Students should be able to:	Activities:	Criteria for
Private and public		
• I react if someone is too close for my comfort	General activities within the school environment Lunchtimes Clubs Sensory activities	Students will move away from someone who is too close to them or make them feel uncomfortable.
• I am aware of personal touch, personal space and appropriate greetings	Group activities Paired activities Circle time Massage Intensive interaction Continuous provision Transitions 1:1 activities Hygiene routines	Students demonstrate appropriate behaviour in and out of school Students will demonstrate appropriate touch. Students will demonstrate personal space. Students can greet appropriately in a variety of settings. Students demonstrate an understanding of public and private touch in their behaviour, or by explaining.
• I know and can name different body parts <i>and know which are private and which are public and what that means.</i>	Matching Labelling Sorting	Students use appropriate language for body parts. Students can identify which parts of the body are private. Students can identify public parts of the body e.g. hands for greeting
Gender		
• I know my gender. <i>I can explain some gender differences.</i>	General activities within the school environment RSE sessions Puberty sessions	Students will say if they are a boy or a girl. Students will give examples of gender differences e.g. facial hair, genitals, voice
Relationships		

<ul style="list-style-type: none"> I recognise and <i>respond differently</i> to someone who is familiar and non-familiar. <i>I understand how to appropriately greet familiar adults/peers using my own communication</i> 	<p>General activities within the school environment.</p> <p>Group activities</p> <p>Role play stranger danger scenarios</p> <p>Sorting activities- stranger/familiar people</p> <p>Role play greetings with different people e.g. friends, Doctors, bus drivers, people in the park etc.</p> <p>Paired activities</p> <p>Circle time</p> <p>Massage</p> <p>Intensive interaction</p> <p>Music therapy</p> <p>Circle of intimacy activity</p> <p>Continuous provision</p> <p>Transitions</p> <p>1:1 activities</p> <p>Community access</p> <p>Visitors into school</p>	<p>Students make eye contact with others.</p> <p>Students greet appropriately in a variety of situations.</p> <p>Students can say if someone is a stranger.</p> <p>Students can list people who are familiar to them.</p> <p>Students can explain or role play stranger danger.</p> <p>Students can explain or role play how different people have different relationships with them.</p> <p>Students can show how they greet friends differently to strangers.</p> <p>Students can role play how to greet a stranger.</p> <p>Students can role play how to greet someone who is a friend or family member.</p>
<ul style="list-style-type: none"> I know some socially appropriate behavioural coping strategies <i>and use them.</i> 	<p>General activities within the school environment</p> <p>Lunchtimes</p> <p>Clubs</p> <p>Sensory activities</p> <p>Social stories</p> <p>Narratives</p> <p>Role play narratives</p> <p>Behaviour support strategies</p>	<p>Students can recognise/name/identify their behaviour</p> <p>Students can express how they feel.</p> <p>Students can regulate their behaviour in more familiar settings.</p> <p>Students can demonstrate appropriate behaviour in and out of school</p>
<ul style="list-style-type: none"> I understand how to participate in social games 	<p>Small world activities using socially representative resources, e.g. disabled people, models from different ethnic groups etc.</p> <p>PE</p> <p>Dance</p> <p>Role play</p> <p>Lunch clubs</p> <p>After school clubs</p> <p>Table top games</p>	<p>Students can indicate yes/ no effectively</p> <p>Students can make a meaningful personal choice</p> <p>Students can take turns in a social situation</p> <p>Students can manage winning and losing a game.</p> <p>Students can interact appropriately with others in a variety of settings e.g. peer work, circle time, games, group work etc</p>

<ul style="list-style-type: none"> I say or indicate no, or show that I don't want something to happen 	Playtimes Games Lunch clubs After school clubs General activities within the school environment. Group activities Paired activities Circle time Massage Intensive interaction Music therapy Continuous provision Transitions 1:1 activities	Students can indicate yes/ no effectively Students can make meaningful personal choices
<ul style="list-style-type: none"> I know to actively seek sources of security (place, person, object) when upset. 	General activities within the school environment. Group activities Paired activities Circle time Role play scenarios	Students can ask for help appropriately Students can move to a safe place Students can select objects to make them feel safe. Students can make personal choices to make themselves feel safe. Students can regulate their behaviour in a variety of situations
<ul style="list-style-type: none"> I understand <i>and can</i> interact with peers as part of familiar structured activities. 	General activities within the school environment. Group activities Paired activities Circle time Intensive interaction Continuous provision Transitions 1:1 activities	Students will notice and interact effectively with others. Students will interact appropriately with peers.
<ul style="list-style-type: none"> I know to say whether I agree with something or not when it is happening to me <i>and do this in different situations</i> 	General activities within the school environment	Students indicate yes/no appropriately Students can make themselves understood when expressing a wish. Students can express their wishes clearly

Commented [BM1]: These don't relate to making a bid for social interaction.

Commented [BM2]: But how will you know that they have achieved this? I think there needs to be more in here and a bit more specific

Commented [BM3]: I think this needs more detail in terms of success criteria

		Students can say whether they agree or disagree with something that is happening to them. Students will demonstrate appropriate behaviour when they disagree with something.
<ul style="list-style-type: none"> I know about different relationships- Friendships, family and what different families can look like, people we have relationships with e.g. teacher, doctor, nurse 	Circle of intimacy activities Identifying trusted adults in society Preparation for Adulthood work Role play situations Social stories Discussions on LGBTQ families and individuals Read and discuss books on the theme of modern families, modern society and multicultural Britain.	Students can identify trusted adults in the community Students can explain different types of relationships e.g. friend, acquaintance, colleague, support worker, care provider etc Students can talk about what different families look like.
<ul style="list-style-type: none"> I understand that it is a good choice to stay away from those who might have a negative effect on me. 	Playtimes Lunchtimes General activities and routines	Students can demonstrate appropriate behaviour in and out of school. Students can make effective choices. Students can regulate their own behaviour. Student can indicate, show or explain their own triggers. Students can say No effectively
<ul style="list-style-type: none"> I understand how to treat other people as equals. 	General activities and routines Anti-bullying week/activities Social stories Role play Behaviour /emotions workshops Read and discuss books on the theme of modern families, modern society and multicultural Britain	Students can demonstrate appropriate behaviour in and out of school. Students can share. Students can take turns. Students can do things for other people. Students can show that others are as important as they are. Students can identify bullying and other inappropriate behaviour
Puberty		
<ul style="list-style-type: none"> I know that changes happen when I get older. <i>I am beginning to understand the concept of growing up, and why changes happen to our bodies.</i> 	Ordering and sorting activities Photo ordering activities Science activities on puberty/ growth	Students can recognise change in their bodies Students can sequence a set of picture cards showing growth and change Students can discuss photos of themselves from the past

		Students can name parts of their bodies that change. Students can name some physical and emotional changes that happen as they grow up.
<ul style="list-style-type: none"> I know what puberty is. 	Ordering and sorting activities Photo ordering activities Science activities on puberty/ growth Information videos Books RSE/ Science lessons Sessions with the Nursing Team	Students can explain what Puberty means. Students can say why Puberty happens. Students can give examples of what happens at Puberty
A few Students should be able to:	Activities:	Assessment:
Private and public		
<ul style="list-style-type: none"> I respect the personal space of others 	General activities and movement around school	Students will be able to say what personal space is. Students can respect the personal space of others. Students will demonstrate an appreciation of personal space in a variety of situations.
<ul style="list-style-type: none"> I understand Private and Public- places, language, behaviour and body parts and can apply this to how I behave 	Picture glossary Social stories True /false cards Sorting activities Community visits General activities and routines Role play	Students can demonstrate appropriate behaviour in and out of school. Students can dress appropriately. Students can cover their private parts appropriately. Students will not touch others inappropriately Students understand the social rules governing private/ public
<ul style="list-style-type: none"> I use physical contact and personal space appropriately. 	Narratives True/ False cards Discussing dilemmas/scenarios Role play Community access Liaison with family	Students demonstrate appropriate behaviour in and out of school. Students will be able to explain when something is inappropriate. Students are aware of everyone's personal space. Students can say when and where it is safe to touch another person
Relationships		

<ul style="list-style-type: none"> I understand the difference between friendships and sexual relationships and what different relationships can look like. <i>I am beginning to understand consent-our rights and responsibilities, citizenship, personal space, and the right to say no</i> 	Social stories UR choice resources Circle of intimacy activity	Students can explain consent. Students can ask for consent in a variety of situations e.g. massage, PE, social situations Students know what consent looks and sounds like. Students can explain some basic social boundaries Students can explain the difference between platonic friends and boyfriends/ girlfriends.
<ul style="list-style-type: none"> I understand how to greet a variety of people appropriately 	General activities and routines Community access Work experience Role play	Students can greet strangers politely Students can demonstrate when a formal greeting is appropriate Students can use an informal greeting appropriately Students use words like hi, hello, pleased to meet you, how are you? Etc appropriately Students know when to shake hands Students know when it is ok to hug or embrace
Emotions		
<ul style="list-style-type: none"> I understand strategies to deal with frustrations and stress e.g. negotiating, explaining, taking breaks. 	General activities and routines Behaviour support work	Students can behave appropriately in and out of school. Students can self-regulate Students can demonstrate self-awareness (knowing how and why they feel or act the way they do) Students can explain how they feel
I understand that choices have a consequence and realise if I have made a wrong choice. I can say I have changed my mind.	General activities in and out of school	Students can explain that it is ok to change their mind. Students can apologise and know that this is ok. Students can apologise with sincerity
Puberty and Gender		

<ul style="list-style-type: none"> I understand that growing up may entail puberty, erections, periods, wet dreams, changes to our bodies, changes to our moods and feelings. 	RSE work Science work Single sex group sessions One to one RSE work Liaison with home/ nursing team Behaviour support work Narratives UR choice resources- videos etc. Picture glossary Handmade personalised books Picture books	Students can name / label genitals Students will be able to label and discuss feelings associated with growing up. Students can explain what puberty, erections, periods, wet dreams etc. are. Students can explain the science of puberty, and its role in reproduction. Students can explain or label gender differences after puberty
<ul style="list-style-type: none"> I know about gender differences- stereotypes, body parts, appearances, reproductive roles. 	Single sex group sessions One to one RSE work Liaison with home/ nursing team Behaviour support work Narratives UR choice resources- videos etc. Picture glossary Handmade personalised books Picture books Social stories Role play Discussion of scenarios Problem solving	Students will name body parts associated with reproduction Students will explain how babies are made. Students can say what a stereotype is. Students can give examples of sexism or stereotyping due to sex or point it out if they see it. Students can say when something is unfair.
<ul style="list-style-type: none"> I understand that some people are gay, bisexual and transsexual <i>and am aware of some of the issues that they face.</i> 	Social stories Narratives Role play Computing/social media Debates Study of Gay Pride Celebration of Pride as an organisation	Students can use the appropriate terms for different types of sexuality. Students can show a caring, openminded attitude to sexuality. Students can say that sexuality is a choice Students can say that some people want to change the gender they were born with.
Sex		
<ul style="list-style-type: none"> I understand what sex is and that it may result in pregnancy. <i>I understand the implications of pregnancy</i> 	Science sessions Input from the Nursing team	Students can name / label genitals Students can explain conception and pregnancy in simple terms Students can say or explain what pregnancy is.

		<p>Students are aware of how life changes for people who get pregnant.</p> <p>Students can state the effects of having a baby.</p> <p>Students can say how that having a baby will change their life.</p>
<ul style="list-style-type: none"> I know what contraception is, and where we can get it from. <i>I know how to use appropriate contraception and when I may need it.</i> 	<p>Boys group</p> <p>Girls group</p> <p>Nurse input</p> <p>One to one sessions</p> <p>Discussions</p> <p>Social stories</p> <p>Narratives</p> <p>Role play with contraceptives</p> <p>Use of real objects</p> <p>Visits to chemists/doctors/ surgeries/ clinics</p> <p>Input from the Nursing team</p>	<p>Students know what the word contraception means.</p> <p>Students can explain what contraception is and give examples.</p> <p>Students will be able to decide if they need contraception.</p> <p>Students will say what a condom is and how it is used.</p> <p>Students will explain what an implant does.</p> <p>Students will know what a coil is, where it goes and what it does.</p> <p>Students know what a contraceptive pill is.</p> <p>Students know how to access contraception.</p> <p>Students can role play asking for help with contraception.</p>
<ul style="list-style-type: none"> I understand the physical and emotional consequences of sex. 	<p>Social stories</p> <p>UR choice resources</p> <p>Books</p> <p>Discussions</p> <p>Role play scenarios</p>	<p>Students can explain how someone gets pregnant.</p> <p>Students can explain how they would feel if they were going to have a baby</p> <p>Students understand what a sexually transmitted disease is.</p> <p>Students can explain how they would feel if they caught an STD</p> <p>Students know how you catch an STD.</p> <p>Students can explain that they have to get help if they are pregnant or have an STD.</p>
<ul style="list-style-type: none"> I understand what a sexually transmitted disease is- how do we catch them, how can we stay safe, <i>who can help</i> 	<p>Social stories</p> <p>UR choice resources</p> <p>Books</p> <p>Discussions</p> <p>Role play scenarios School Nursing team input</p> <p>Visit to Family Planning Clinics/ surgery/ Hospitals etc</p>	<p>See above</p> <p>Students know the symptoms of an STD</p> <p>Students know where to get help with an STD.</p> <p>Students know who can help them if they catch an STD.</p> <p>Students can role play asking for help with an STD.</p>

<ul style="list-style-type: none"> I am aware of places to get help about my sexuality, pregnancy and sex 	Community visits- surgery, chemist, doctors, hospital, charities Role play scenarios Practice using the telephone Practice using the internet for research or booking School Nursing team input Visit to Family Planning Clinics/ surgery/ Hospitals etc	Students can explain a step by step way to get help Students can name places to get help. Students can find places to get help. Students can role play asking for help. Students can use the internet to locate help.
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Websites to Support Learning:

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education	www.beaconhouse.org.uk
NSPCC	www.fpa.org.uk (family planning association)
NHS	www.annafreud.org
DfE (2016) 'Keeping children safe in education'	www.childmind.org
www.bodysense.org.uk	www.sexualhealthsheffield.nhs.uk/publications
The School Bus- document	https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health
www.brook.co.uk	www.sexeducationforum.org.uk
https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum#creating-an-inclusive-classroom	https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send
https://www.sexeducationforum.org.uk/resources/advice-guidance/rse-pupils-send-short-guide	https://my.optimus-education.com/teaching-rse-pupils-send
Spring Fever- Puberty and boys (education)/ puberty and girls- search on YouTube	

Further support:

SEAL resources (on the T drive and in the resources cupboard on Orange area)

Ur Choice (on the T drive)

Equals RSE planning (on T drive)

Time to talk at Relate

Tel: Bradford 01274 726096

Tel: Keighley 01535 606282

Counselling for young people

Tunnarround Bradford (Barnardos)

Tel: 01274 615618

Supports children and young people who are at risk of/ involved in child sexual exploitation. Also works with children (5-13) who go missing.

Hand in Hand (The Children's Society)

Tel: 01535 606868- www.childrenssociety.org.uk

Supports children and young people who are vulnerable to/ forced into sexual exploitation.

BLAST Project

Tel: 0113 2 444209 or 07921 372896

To refer any young man or boy involved in or at risk of becoming involved in sexual exploitation. Blast supports and works exclusively with boys and young men up to 25, across the Leeds and Bradford areas who are being sexually exploited.

Children's Initial Contact Point (Social Services)

For any child who want to tell someone about abuse of any kind- emotional, physical, sexual or neglect.

Tel: 01274 437500 (Monday– Friday 8.30am- 5pm (4.30pm on Fridays)

Outside these times you can report abuse to the Emergency Duty Team.

Tel: 01274 431010 Monday- Friday 5.30pm-8.30pm and all through the weekend.

Stop It Now

Tel: 0808 1000 900

www.stopitnow.org.uk

Help for people who have harmful thoughts or behaviour towards children. Also support for people who have been abused.

Bradford and Airedale Sexual Health

Tel: 01274 200024 - www.bash_bradford.gov.uk

The contact centre gives advice, times of services and directs to the most appropriate service. Appointments can be made during the phone call.

Teenage Health Freak

www.teenagehealthfreak.org

General health advice for teenagers

BISHUK.com

www.BishUK.com

A real and relevant guide to sex, relationships and you.

BLAGY- for lesbian, gay, bisexual, transgender young people aged 14-25.

Friends- support- advice- fun.

Tel: 01274 395815- www.mesmac.co.uk

Email: [Bradford @mesmac.co.uk](mailto:Bradford@mesmac.co.uk)

Extending learning to real life situations and home (work at home):	
Independent living	Attendance at clubs, leisure facilities
Safe relationships	Employment
Supported living	Safe travel
Voluntary work	Safe shopping

Accreditation that is possible to achieve:	
ASDAN	