



Relationships and Sex Education at Ivy House

At Ivy House school, through individualised programmes of support linked to their EHCP and personalised learning, we intend to provide pupils with opportunities to develop skills of personal, social, health care and RSE education. This is achieved through personalised learning throughout your child's day as well as through specific thematic topics throughout the year.

In the early stages of development (**Pre-Formal Stage**) our students are gaining skills in their sense of self and early understanding of the world around them.

The Programme of Learning is divided into 5 areas.

- Eating and drinking
- Washing and Bathing
- Toileting
- Personal presentation and hair care
- Dressing

The Programme Skills:

The Learners will:-

- Become aware of events and activities that relate to the child's own care
- Use their developing awareness to anticipate events
- Tolerate and anticipate routines
- Co-operate with activities

- Begin to use their motor ability to perform some skills independently
- Develop an awareness of relationships and people who care for them

Below is a table that demonstrates some of the learning opportunities given to our students who are working within the pre-formal curriculum and what the teachers will be assessing.

| Eating and Drinking | Washing and bathing | Dressing | Personal presentation & hair care | Toileting * |
|---|--|--|---|--|
| Self-Help skills with eating and drinking (Not applicable to non-eating pupils) | Self-Help skills with washing and bathing. | Independence skills Dressing/undressing, choosing suitable clothes Sequence & Pattern | Hair styles and tidiness Face or skin care and creams and make-up, Nails The way you dress | Individual to Cognitive skill level and physical abilities (see below) |
| Schemes of Work and Topic Themes | | | | |
| Food texture and Drinking /cup skills Hierarchy. Toleration of smells and tastes Dislike of smells and tastes. Show an awareness of food or drink related stimuli. Be helpful when being fed- | Reflexive response to stimulation. Show an awareness of washing and bathing activities. Be helpful when being washed or bathed. Hold and manipulate items or substances with some | Toleration of stimuli during close contact and handling. Show awareness of being dressed and undressed. Be helpful when being undressed and dressed. Offer limbs Finish taking off clothes | Reflexive response to physical touch. Show an awareness of grooming stimuli. Be helpful when being groomed - Offer hand or turn head. Use hands to explore. To accept and co-operate with grooming | <i>(*Toilet training. It is important to be aware that successful toilet training requires the ability to understand simple instructions and sit still for a few minutes. The pupil should also be able to have enough physical control to hold his/her bladder for at least 1.5 hours. Toileting is therefore a separate area</i> |

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| <p>Offer to open mouth or turn head.</p> <p>Use hands to explore.</p> <p>Use hands and mouth to explore.</p> <p>To accept and co-operate with feeding process.</p> <p>Aid eating and drinking by cooperating with process fully or manipulating utensils to feed self some food stuffs guided or independently holding.</p> | <p>independence.</p> <p>To accept and co-operate with washing and bathing processes.</p> <p>Aid washing and bathing by cooperating with process fully or manipulating items i.e. cloth to clean self when guided.</p> <p>Aid washing and bathing by cooperating with process by independently moving limbs and body parts in supporting the process.</p> | <p>once the process has been started by an adult.</p> <p>Aid dressing by offering limbs or bending or stretching to aid the process.</p> <p>To anticipate aspects within a sequence.</p> <p>To show understanding of the process by completing sections of the sequence.</p> | <p>process.</p> <p>Aid grooming by cooperating with process fully or manipulating items when guided or independently holding.</p> | <p><i>of learning and is implemented as a separate programme.)</i></p> |
|---|--|--|---|--|

All of the above areas of learning link to some aspects of 'Relationships, Families, People who care for me and Being safe (Ref: DFE – RSE Guidance 2020)

Some students will then progress onto the **(Semi-Formal Stage)** of the Personal Social and RSE curriculum. At Ivy House the semi-formal curriculum is an extension and generalisation of the skills previously mastered by the student. Learners are given opportunities to become as independent as possible in all areas of personal care and be able to generalise these skills into functional life skills situations. In this area of the curriculum, learners will have some early understanding and skills that link to the DFE RSE National curriculum requirements. All Programmes are designed to ensure that all teaching is sensitive, age appropriate and developmentally appropriate, and meets the National Guidance and expectations of RSE (*Ref: DFE – RSE Guidance 2020*)

This Programme of Learning is also divided into 5 areas.

- Lifestyle
- Personal Development
- Relationships
- Knowledge and Understanding
- Citizenship

The Programme Skills:

The Learner will also:-

- Develop self-confidence and awareness
- Explore and manage feeling, including their personal rights, choices and mental well-being
- Students to accept responsibility for their behaviour
- Develop an understanding of social rules including respectful relationships
- Develop appropriate relationships with others including keeping/being safe

Below is a table that demonstrates some of the learning opportunities given to our students who are working within the semi-formal curriculum and what the teachers will be assessing.

| Lifestyle | Personal Development | Relationships | Knowledge and Understanding | Citizenship |
|---|--|--|---|---|
| Main areas of content | | | | |
| Personal care | Social skills Awareness of rules | Communication Understanding emotions and Social Interaction | Cognitive skills | Community Environment Behaviour |
| Schemes of Work and Topic Themes | | | | |
| Food/exercise-healthy choices Choosing Medicines and drugs Healthy exercise Keeping safe (Links to new RSE Primary/Secondary areas: Relationships, being safe/Respectful relationships and friendships, Changing adolescent body, mental well-being, online safety, being safe). | Knowing myself Ourselves Growing and changing Knowing how I am changing (SRE separate unit Respecting privacy) (Links to new RSE Primary/Secondary areas: Families and people who care for me, Caring friendships, Being safe/Respectful relationships including friendships/physical health and fitness, | The people around me Friends My family Playing and learning together Safety in the community Respecting privacy (Links to citizenship) (Links to new RSE Primary/Secondary areas: Families and people who care for me, Caring friendships, Being safe/Respectful relationships including friendships, Online safety, being safe, Mental well-being). | Looking after our environment Special Days (Links to new RSE Primary/Secondary areas: Relationships, Families and people who care for me, Caring friendships, Being safe/Respectful relationships including friendships, Basic first aid). | Belonging to groups Looking after our environment Being aware of my ability Communities Taking responsibility towards others Valuing money Rights and choices Special Days (Links to relationships) Links to new RSE Primary/Secondary areas: Relationships, Families and people who care for me, Caring friendships, Being safe/Respectful relationships including friendships, Mental well-being). |

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|--|---|--|--|--|
| | healthy eating, drugs alcohol and tobacco, Health and prevention, online safety, being safe). | | | |
|--|---|--|--|--|

All of the above areas of learning link to some aspects of 'Relationships, Families, People who care for me and Being safe (Ref: DFE – RSE Guidance 2020)

We hope that you have found this information useful and informative, and hopefully it gives you a brief insight into how we plan to incorporate 'Relationships and Sex Education' into our curriculum. We assure you that it will be implemented through personalised learning, and that your child will access it at the level that is relevant and appropriate to them. As I mentioned in the attached letter, please feel free to contact us if you would like to discuss this in more detail or have any questions.

Thank you for your time.

The RSE Team