Relationships and Sex Education Policy
(from 2020)
Great Oaks School

Approved by:	Geraldine Lindsay	**Date:** 07.11.19
Last reviewed on:	New Policy	
Next review due by:	January 2021	

Contents

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

> Provide a framework in which sensitive discussions can take place

> Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

> Help pupils develop feelings of self-respect, confidence and empathy

> Create a positive culture around issues of sexuality and relationships

> Teach pupils the correct vocabulary to describe themselves and their bodies

At Great Oaks School, we believe that RSE education, enables children to become healthy, independent and responsible members of society. We attempt to provide children with the tools to understand how they are developing personally and socially and whilst doing so allow them to be able to successfully tackle many of the moral, social and cultural issues that are part of growing up. We aim to focus on well-being to enable children and young people to embrace change, feel positive about themselves and enjoy healthy, safe, responsible and fulfilled lives. At Great Oaks school we aim to address the vulnerabilities of our pupils through educating them about safe choices and relationships. Clear communication aids and tools are provided to support self- help skills which are also related to real life experiences.

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Great Oaks School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of LMT and the coordinator of PSHE pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a parents coffee morning held with the Welfare Officer and PSHE coordinator to discuss the policy and action any changes required

4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 and 4 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils, and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

6. Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

Pupils also receive stand-alone sex education sessions delivered by either their teacher or trained health professional.

The Great Oaks curriculum follows the PSHE Association SEND Framework which covers Key Stage 1 through to Key Stage 4, and where appropriate and required The PSHE Association Programmes of Study for Key Stages 1 through to 4 to reinforce, overlearn and further develop themes, topics, and concepts.

Relationship's education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

> Families and people who care for me

> Caring friendships

> Respectful relationships

> Online relationships

> Being safe

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

> Families

> Respectful relationships, including friendships

> Online and media

> Being safe

> Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 to 4.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The Governing Board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

7.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

> Delivering RSE in a sensitive way

> Modelling positive attitudes to RSE

> Monitoring progress

> Responding to the needs of individual pupils

> Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All staff at Great Oaks School are responsible for teaching RSE.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Parents will receive written confirmation of withdrawal requests from the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Graham Carter (PSHE Lead) through:

- Lesson Observations
- Planning and work scrutiny
- Pupil feedback and observations
- Social care actions arising from CIN meetings

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Graham Carter (PSHE Coordinator) annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

YEAR GROUP	TOPIC/THEME DETAILS – PATHWAY 3	RESOURCES
Year 7	Diversity, prejudice and bullying including cyber bullying Managing on- and off-line friendships Self-esteem and romance Exploring family life Managing puberty and the issues of unwanted contact and FGM The risks of alcohol, tobacco and other substances	PSHE Association Talkabout Sex & Relatiobnships 1 Talkabout Sex & Relationships 2 Teaching SRE with Confidence Yellow Door Social Workers Toolbox Your Choice 1, 2 and 3 text books
Year 8	Alcohol and drug misuse and managing peer influence Online safety and digital literacy Mental health and emotional wellbeing, including body image Introduction to sexuality and consent Introduction to contraception including condom and the pill	
Year 9	Peer pressure, assertiveness and risk, gang crime Dieting, lifestyle balance and unhealthy coping strategies Managing conflict at home and the dangers of running away from home Tackling homophobia, transphobia and sexism Assessing the risks of drug and alcohol abuse and addiction Relationships and sex education including healthy relationships and consent The risks of STIs, sexting and pornography	

YEAR GROUP	TOPIC/THEME DETAILS – PATHWAY 3	RESOURCES
Year 10	Tackling relationship myths and expectations Managing romantic relationship challenges including break ups Exploring the influence of role models Evaluating the social and emotional risks of drug use Understanding different families and learning parenting skills Managing change, grief and bereavement	
Year 11	Promoting self-esteem and coping with stress Personal values and assertive communication in relationships Tackling domestic abuse and forced marriage Health and safety in independent contexts Taking responsibility for health choices	

Appendix 2: By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: PSHE Association SEND Framework

The Planning Framework is organised into six sections:

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)

2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)

3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)

4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)

5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)

6. The World I Live In (Living confidently in the wider world)Each of the six sections is subdivided into topic areas, as set out below. Please note that there is overlap between the topic areas and sections, for example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.

Section	Key stage 1 and 2 Topic areas	Key stage 3 and 4 Topic areas
Self-Awareness	1. Things we are good at 2. Kind and unkind behaviours 3. Playing and working together 4. People who are special to us 5. Getting on with others	1. Personal strengths 2. Skills for learning 3. Prejudice and discrimination 4. Managing pressure
Self-Care, Support and Safety	1. Taking care of ourselves 2. Keeping safe 3. Trust 4. Keeping safe online 5. Public and Private	1. Feeling unwell 2. Feeling frightened/worried 3. Accidents and risk 4. Keeping safe online 5. Emergency situations 6. Public and private 7. Gambling
Managing Feelings	1. Identifying and expressing feelings 2. Managing strong feelings	1. Self-esteem and unkind comments 2. Strong feelings 3. Romantic feelings and sexual attraction 4. Expectations of relationships/abuse
Changing and Growing	1. Baby to adult 2. Changes at puberty 3. Dealing with touch 4. Different types of relationships	1. Puberty 2. Positive/unhealthy relationships 3. Friendships 4. Intimate relationships, consent and contraception 5. Long-term relationships/parenthood
Healthy Lifestyles	1. Healthy Eating 2. Taking care of physical health 3. Keeping well	1. Elements of a healthy lifestyles 2. Mental wellbeing 3. Physical activity 4. Healthy eating 5. Body image 6. Medicinal drugs 7. Drugs, alcohol & tobacco
The World I Live In	1. Respecting differences between people 2. Jobs people do 3. Rules and laws 4. Taking care of the environment 5. Belonging to a community 6. Money	1. Human diversity 2. Rights and responsibilities 3. Managing online information 4. Taking care of the environment 5. Preparing for adulthood 6. Managing finances

PSHE Association Programme of Study Key stages 1 and 2		PSHE education Planning Framework for Pupils with SEND Key stages 1 and 2	
CORE THEME 1: Health and Wellbeing	Healthy Lifestyles (physical wellbeing)	**STRANDS**	Healthy Lifestyles
	Mental health		Managing Feelings
	Ourselves, growing and changing		Changing and Growing; Self-Awareness
	Keeping safe		Self-Care, Support and Safety
	Drugs, alcohol and tobacco		Healthy Lifestyles
CORE THEME 2: Relationships	Families and close positive relationships	**STRANDS**	Self-Awareness; Changing and Growing
	Friendships		Self-Awareness; Managing Feelings
	Managing hurtful behaviour and bullying		Self-Awareness; The World I Live In
	Safe relationships		Self-Care, Support and Safety
	Respecting self and others		Self-Awareness; The World I Live In
CORE THEME 3: Living in the Wider World	Shared responsibilities	**STRANDS**	The World I Live In
	Communities		The World I Live In
	Media literacy and digital resilience		The World I Live In; Self-care, Support and Safety
	Economic wellbeing: Money		The World I Live In
	Economic wellbeing: Aspirations, work and career		The World I Live In; Self-Awareness

PSHE Association Programme of Study Key stages 3 and 4		PSHE education Planning Framework for Pupils with SEND Key stages 3 and 4	
CORE THEME 1: Health and Wellbeing	Self-concept	**STRANDS**	Self-Care, Support and Safety
	Mental health and emotional wellbeing		Managing Feelings
	Healthy Lifestyles		Healthy Lifestyles; Self-Care, Support and Safety
	Health-related decisions		Healthy Lifestyles
	Drugs, alcohol and tobacco		Healthy Lifestyles; Self-Care, Support and Safety
	Managing risk and personal safety		Self-Care, Support and Safety
	Puberty and sexual health		Changing and Growing
	Sexual health and identity		Changing and Growing
CORE THEME 2: Relationships	Positive relationships	**STRANDS**	Changing and Growing
	Relationship values		Changing and Growing
	Forming and maintaining respectful relationships		Managing Feelings
	Consent		Self-Care, Support and Safety; Managing Feelings; Changing and Growing
	Contraception and parenthood		Changing and Growing
	Bullying, abuse and discrimination		Changing and Growing
	Social influences		Self-Awareness; The World I Live In
CORE THEME 3: Living in the Wider World	Learning skills	**STRANDS**	Self-Awareness
	Choices and pathways		Self-Awareness
	Work and career		Self-Awareness
	Employment rights and responsibilities		Self-Awareness
	Financial choices		Self-Awareness
	Media literacy and digital resilience		Self-Care, Support and Safety; Healthy Lifestyles; The World I Live In

Students working at the earliest developmental levels of Pre-intentional / Intentional and Formal will be assessed using the ImPACTS assessments for towards self-advocacy and self-help, they could be at any chronological age. Their bespoke curriculum supports working towards the outcomes below (see appendix for level descriptors).

Key skill areas and strands	Level	Outcomes

Towards self-advocacy
 	
Body awareness
 	
Advocacy
 	
Emotional
 	
Attachment
 	
Enjoyment
 	
Self Help
Oral routine
 	
Preparation for eating and drinking
 	
Toileting
	Pre-Intentional
	
	Intentional
	
	Formal
		• The adult learner will demonstrate responses to internal and/or external stimuli.
		  o They will demonstrate some response to comfort, discomfort, or emotions which a familiar adult can interpret.
		  o They will demonstrate preferences in a variety of ways which a familiar adult can interpret.
		They will demonstrate awareness of and respond to known, familiar adults.
		
		• The adult learner will demonstrate more consistent responses to their wellbeing. They will interact with known adults for a short period of time.
		  o They will demonstrate consistent responses to comfort, discomfort or other emotions.
		  o They will be able to indicate likes and dislikes.
		  o They will be able to engage in simple interaction with a familiar, responsive partner.
		  o They will show consistent responses to known, familiar adults and/or demonstrate an awareness of the absence of a known caregiver.
		They will demonstrate enjoyment of interaction with others
		
		• The adult learner will give clear indications of their wellbeing to others. They will engage in spontaneous interaction with adults as well as in short, structured group activities.
		  o They will engage an adult in order to share responses to comfort, discomfort, or other emotions.
		  o They will be able to communicate likes and dislikes, ask for more or reject a stimulus.

Washing		- They will be able to comfort themselves or accept a familiar method of comfort from a caregiver. - They will demonstrate a range of responses to different caregivers both familiar and less familiar, including an expression of preference of a particular person. They will seek out and maintain interaction with others
Mouth Hygiene		
Dressing and undressing		

Students working at the developmental levels of Concrete, Establishing Concepts and Generaliser will be assessed using the ImPACTS RSE assessment and follow the bespoke curriculum appropriate for their age and stage of development, working towards the outcomes below (see appendix for level descriptors).

Key Skill areas and strands	Level	Outcomes
Relationship and Sex Education Friendship Bodies	Concrete Establishing Concepts Generaliser	- The adult learner will be able to indicate how they are feeling from an increasingly complex range of options - They will have known likes and dislikes that feed into the development of activities and the structure of their day - They will tolerate new activities, indicating like and dislike that may need interpretation of an adult - They will be supported to attend person centred planning meetings They will know and recognise all the adults in their life's - The adult learner will be able to continuously advocate for themselves - They will maintain strong family and friendship connections - They will be supported to attend person centred planning meetings and share progress

Families		- They will seek out and sustain friendships - They will start to advocate for one activity or type of activity and actively reject others and seek some control over the structure of their day - They will follow and actively participate in routines that are simple and well sequenced - They will continue to be Self centred and need support to work with others
Emotions		They will participate in community events and use community facilities with decreasing support - Adult learners will have an Increasing awareness of what they know and what they don't - They will know all the adults in their lives and start to develop an awareness of the roles of wider professionals - They will contribute to person centred planning meetings as an active participant - They will have increased ability to read others emotions - They will start to know how they impact others
Safety		- They will be happy to spend time away from others in solitude - They will be happy to spend time in family groups / community groups / changing social groups - They will have aspirations and ideas for their lives - They will experience a range of new activities, expressing like and dislike
Health		- They will be an active member of a local community, fostering relevant networks and links within that community. - They will have opinions that feed into the choices and development of activities and take control of the structure of their day - They will be able to identify what they want their living arrangements to be from a choice of concrete options
Advocacy		They will be able to actively participate in looking for meaningful employment or voluntary work

Pre-Intentional:

These learners are at the very earliest developmental stage where their responses to stimuli internal and/or external are not intending to convey a meaning but may be interpreted as potential communicative behaviours by an adult. Responses may be very small and unique and therefore require careful observation over time.

Typical behaviours include:

Stilling	Reacting/reflex
Input from external stimuli for reaction	Body Language
Vocalisation – tone	Not intending to convey meaning
Adult adds meaning	Responding to innate/instinctive
	Responses to internal workings/feelings
Immediate "the now"	

Intentional:

These learners are beginning to learn that they have some control; they are agents who can influence people and objects. They still rely on someone who knows them well to explain their likes/dislikes to others. Their responses are more reliable and consistent and they are more aware of the 2 way nature of communication.

Typical behaviours include:

Reduced reflex responses Vocalising – turn taking	Repeating action within a very familiar routine Anticipation
Increased concentration	Listening
Acting on their environment	More aware/starting to link in a familiar routine
Recognition	Attempt to convey meaning
Consistency to sounds made	More engaged
Starting to select	Developing cause and effect
Developing sense of agency	Learning to control

Formal:

These learners have responses that are reliable, consistent and can be interpreted by less familiar adults. They are able to make links between their actions and the effects caused.

Typical behaviours include:

Initiating	Deliberate communication that is recognised
Understanding cause and effect	Simple Choices
Immediate recall of sequences actions/events	Communicating with a range of "Partners"
Able to label simple emotions	Timing
Learning to control	Awareness of own action on others
Using previous knowledge/experience	Emerging memory

We have been able to develop the quality of teaching and learning for our learners with PMLD by having a shared understanding of the learning needs. We have used the common assessment language of Pre-Intentional, Intentional and Formal to indicate required teaching styles best matched to the developmental needs. They have also provided us with an immediate first assessment of need and an understanding of how the pupil learns. We have decided that this approach could have a significant role to play in our understanding of the needs and styles of teaching and interaction our students with Severe Learning Disabilities require.

CONCRETE LEARNER:

Highly dependent on discovering for themselves and require lots of physical, practical and first hand experiences to learn. A poor short term memory means the learner is heavily dependent on understanding an event/ action in order to recall it. The learner may use spoken language but require a known adult to explain/interpret these. Learners will have approximately 55 known words/signs/symbols therefore they need to be spoken to in simple sentences with only 1 or 2 information carrying words. Supporting language with real objects, pictures, signs or symbols will support understanding and recall. Learners have difficulty in processing information and require more time to do a task. They are unable to do something else at the same time (dividing attention). Learners are likely to have emerging behavioural challenges related to the frustration caused by the limitations of their communication abilities.

ESTABLISHING CONCEPTS:

With prompting and staff modelling the learner can speak in simple sentences, speech may still require supporting through symbols and/or signing. Simplified sentences with 3-4 information carrying words will be required as learner processes each word as it comes along. Adults need to speak in short meaningful phrases. Learners will often require prompts/pauses to initiate conversation even with familiar adults. They need to work out what the words mean and then process what the speaker requires them to do/say. Memory and recall will need to be supported with visual clues. Although aware of peers and interested in socialising, they may have limited social interaction skills and a poor awareness of sharing. Learners at this level are highly distractible and will find it hard to refocus on a task/activity without adult support. They will learn simple routines and can recall these as a sequence if there is an end

outcome. Establishing Concept learners are still very self-centred, some awareness of sympathy but not fully developed.

GENERALISER:

Speech can be fully understood by a range of audiences or able to use an augmentative communication aid to produce more complex sentences. The majority of sentence spoken or produced will still be simple but with prompting may be developed. They are able to recall simple activities/ events that they have been actively engaged in. These students still require processing time and additional comments/instructions in the form of verbal prompts can add confusion and potential distress. Generalisers are able to bargain with an adult for what they may like but not yet be using reasoning skills. These learners need to be fully engaged physically or rehearsing learning to develop understanding. They are more able to redirect attention and return to a task. They have an increased ability and awareness of reading other people's emotions and can predict how an action may make someone else feel. A skill learnt in one activity will need to be relearnt or rehearsed in lots of settings as only just learning to apply skills to new activities. Learners will have an increasing awareness of what they know and what they don't so may have trouble with a low self-esteem. They can be prompted by an adult to recall own abilities and how they might apply to a new situation. Generalisers still need support to process and retrieve information and to identify a problem exists in order to then move on to offer solutions.

Appendix 7: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	