

# PSED/PSHE/RSE

Personal Social and Emotional Development

Personal Social Health Education

Relationships Sex Education



# What is PSHE?



- **Personal, social and emotional development (PSED)** supports children to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves (**EYFS, sensory and emerging learners**)
- Personal, Social, Health (**PSHE**) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for their future. (**emerging and functional learners**)

# What is RSE?



- At the Brook Special Primary School, Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up and relationships.
- Our Relationships and Sex Education (RSE) policy is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the underpinning values and to deliver an effective programme that meets the needs of our pupils. (To view the full policy refer to the website)

# How is RSE Taught?



RSE is taught within the PSED/PSHE curriculum throughout the pupils learning journey. It is taught accordingly to the pupils developmental levels.

At the beginning of Key Stage 2, meetings involving professionals (teaching staff, nurse, therapists, family liaison...) will be held before forming small groups to support children and families. These meetings will identify children undergoing change (physical, emotional), they will form small group learning sessions with parental consent.

In year 6 pupils will learn about life cycles and reproduction within the science curriculum, RSE will support children and families with these changes and develop their understanding. Parents will be notified and asked for consent before target groups in Key stage 2 and year 6 transition module start.

# What do pupils learn?



<b>PSED</b> <b>EYFS, Engagement, Sensory and Emerging learners</b>	<b>PSHE</b> <b>Emerging and functional learners</b>	<b>RSE</b> <ul style="list-style-type: none"> <li>• Small group sessions for pupils undergoing change.</li> <li>• Specific module for year 6 pupils preparing them for transition.</li> </ul> This module is repeated yearly during summer term.
<ul style="list-style-type: none"> <li>• Self Regulation</li> <li>• Managing Self</li> <li>• Building Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Managing Feelings</li> <li>• Changing and growing</li> <li>• Healthy Lifestyles</li> <li>• The World I live in</li> <li>• Self-Care, Support and Safety (independence)</li> </ul>	<b>Changing and growing</b> <ul style="list-style-type: none"> <li>• Baby to adult</li> <li>• Changes at puberty</li> <li>• Dealing with touch</li> <li>• Different types of relationships</li> </ul>

The module covering Growth and Change under PSHE is refined in further units for RSE. This unit is repeated on a yearly base in the summer term.

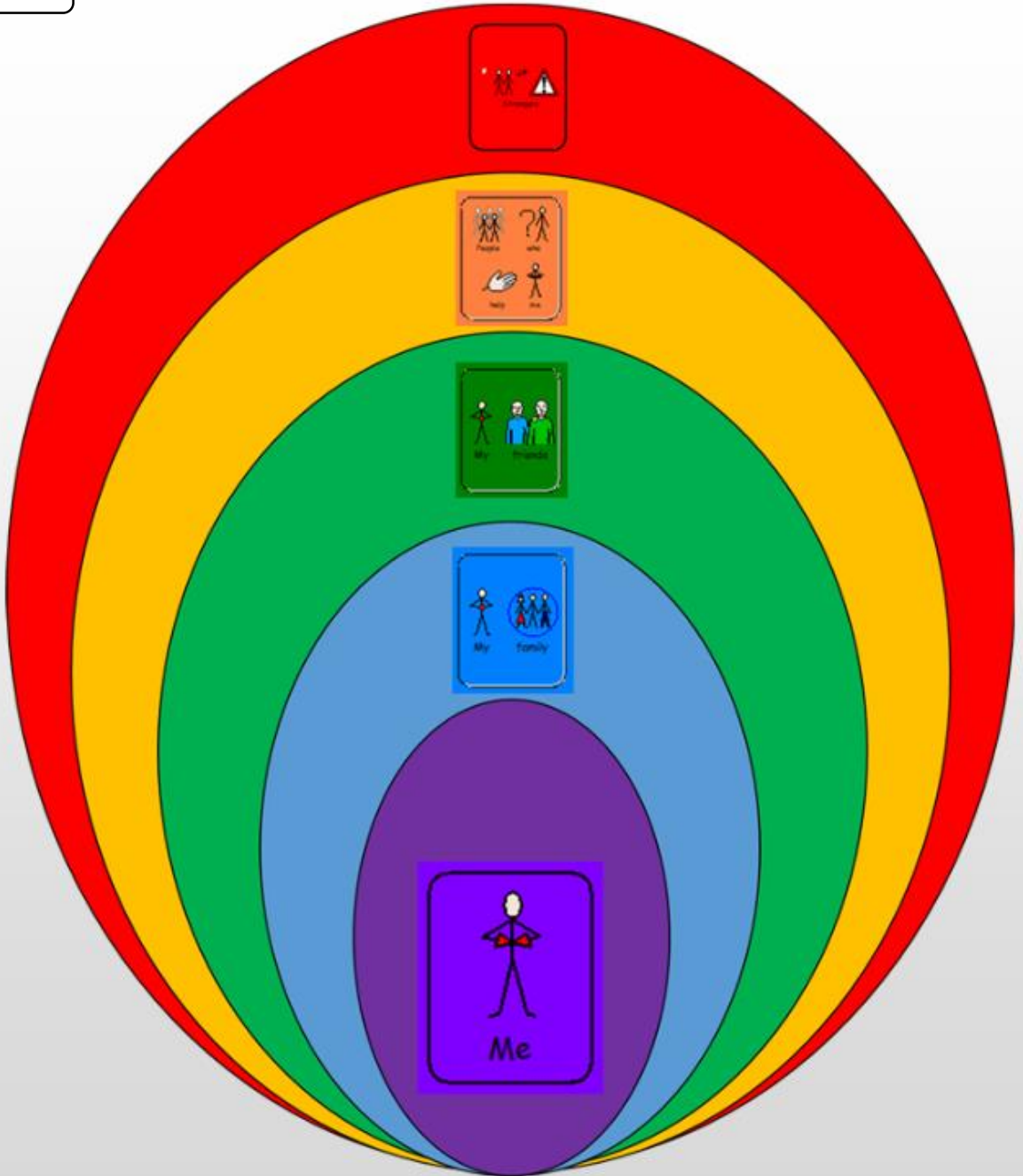
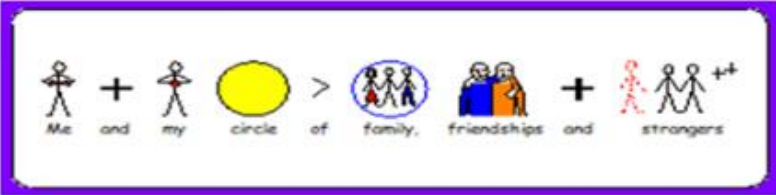
# How we teach it?

changing and growing



- Social stories
- Augmentative and adapted communication methods (symbols)
- Makaton
- Individualised strategies developed with parents
- Role play (for example: stranger danger)
- Adapted props and resources
- Adapted books
- Answering questions appropriately

Adapted communication methods



# Example of a social story for a girls group

The social story is presented in a 2x5 grid of panels, each with a white background and a green border. The panels are arranged as follows:

- Panel 1 (Top Left):** Illustration of a toilet. Text: "toilet".
- Panel 2 (Top Second):** Illustration of a hand pulling down on a string. Text: "pull", "down". Below: Illustration of blue pants. Text: "pants".
- Panel 3 (Top Third):** Illustration of a person sitting on a toilet. Text: "sit down", "on". Below: Illustration of a toilet. Text: "toilet".
- Panel 4 (Top Right):** Illustration of a person taking off a pad. Text: "take off". Below: Illustration of a pad. Text: "pad".
- Panel 5 (Bottom Left):** Illustration of a pad being wrapped. Text: "wrap", "pad". Below: Illustration of a red circle and a roll of toilet paper. Text: "in", "toilet paper".
- Panel 6 (Bottom Second):** Illustration of a pad being put into a bin. Text: "put", "pad". Below: Illustration of a red circle, a triangle, and a bin. Text: "in", "the", "bin".
- Panel 7 (Bottom Third):** Illustration of an open folder and a new pad. Text: "open", "new". Below: Illustration of a pad. Text: "pad".
- Panel 8 (Bottom Right):** Illustration of a hand putting a pad into a container. Text: "put", "new". Below: Illustration of a pad and blue pants. Text: "pad", "pants".



## Examples books

