PHSE Rubric 2021-2022

RSE

C.Flanagan

All pupils in all key stages will start this unit learning/recapping about the PANTS rule (NSPCC) as part of the schools priority in safeguarding out pupils. Pupils will revisit the PANTS rule at the start of each lesson. Throughout the summer term pupils in the structured learner department will access a workstation activity based on the PANTS rule that is appropriate for their age and stage.

KS3

In this unit pupils will learn about the importance of personal hygiene as their bodies begin to change. Pupils will learn more about their bodies which includes using scientific terminology. Pupils will begin to explore different relationships types and family structures which includes learning how to be a good friend. Pupils will learn about stranger danger both online and offline and explore the term 'trusted adult'.

KS4

In this unit pupils will explore further changes to their body as they continue through puberty, including how emotions are affected by the changes. Pupils will further explore online and offline safety and begin to learn about healthy romantic relationships and how to stay safe. Pupils will learn about the age of consent and understand their right to say 'no'.

KS5

In this unit pupils will learn how to check their bodies identify if something is wrong and who to tell if they spot anything. Pupils will continue to learn about healthy and unhealthy relationships, peer pressure and trusted adults. If appropriate pupils will learn about sexual relationships, how to stay safe and healthy and contraception.

RRS Articles: This unit of work is linked **Articles 16, 19** and **34** of the UN Convention on the Rights of the Child. The pupils need to be taught about their right and the right of all children to an education and to have healthy lifestyle during this unit.

See the link for a summary of the Rights Of the Child
https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.257847304.2018

Article 16 (right to privacy) Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation
Article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
Article 34 (sexual exploitation) Governments must protect children from all forms of sexual abuse and exploitation

Key vocabulary: Used in context, spoken, signed or symbols:

Self, Emotions, feeling, same, different, respect, responsibility, empathy, hygiene, clean, wash, shower, healthy *ADL – Act of daily living, all body parts, safe, private, public, stranger, danger.

	B2P Step 1 – 3ii	B2P Step 4-6	B2P Step 7 - 8	B2NC Step 1 & 2
Key learning: understanding of our bodies and awareness of changes to the body				
Subject specific knowledge	Pupils will know the different key areas of their body and demonstrate this though touching or looking. Pupils show emerging awareness of activities and experiences Pupils begin to recognise different body parts and demonstrate this knowledge through their preferred communication. Pupils will know who their staff and other familiar adults are. Pupils will show awareness and respond positively when they	Pupils express their likes and dislikes through their preferred means of communication Show awareness of different personal characteristics Respond while exploring personal characteristics Know and label parts of their body using signs, symbols and OoR Pupils will know some of the differences between a baby, child and adult. Pupils will know correct vocabulary for some of the main body parts, including Genitalia.	Pupils will know parts of the body that need to cleaned regularly from a list and be able to simply state why Pupils will know what items are needed to carry out an ADL a range of 5 products Indicate an understanding of body changes or emotional changes when attracted to others Indicate an understanding of changes happening to their body during puberty e.g. hair growth, breast and penis growth, voice changes and body shape/height Pupils will know who to talk to when something on their body isn't right.	Pupils know that their bodies will change and that they will need to look after their changing bodies. Pupils will know and can communicate simple facts about how to keep their body clean and safe. Pupils will know and communicate some knowledge and understanding of the menstrual cycle Pupils will know and communicate some knowledge and understanding of where sperm is produced Pupils will know that erections and periods are normal and safe Pupils will know and communicate understanding of how different birth

	are reunited with trusted adults.	Pupils will know that bodies change as people become adults, including the onset of menstruation (when appropriate). Pupils will know some of the different ways we have changed as we have grown older.	Pupils will know and communicate all body parts using correct terminology. Pupils will know that not taking care of your body properly can lead to illness. Pupils will know and describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate). Pupils will know who they can talk to about changes to their body when going through puberty. Pupils will know some of the different stages of change as people progress from birth to adulthood (physical, emotional, social).	control methods work and the reasons for using them Pupils will know of where to get advice about their changing bodies and contraception. Pupils will know the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings. Pupils will know the functions of the reproductive organs, including how conception occurs.
Subject specific skills	Pupils are able to encounter activities and a range of changing body resources through experiences e.g. sensory story, symbols to show key information Pupils are able to remember learnt responses such as consistently enjoying or not enjoying particular choices Pupils are able to begin to communicate intentionally by making choices Pupils are able to respond to options and choices with actions or gestures Pupils react to new activities and experiences such as deep pressure, tac pac on various body parts etc.	Pupils will be able to express their likes and dislikes through their preferred means of communication With hand over hand support with explore a range of materials and textures. With adult support will follow verbal, gestural and pictorial instructions to assist in activities. Pupils will be able to demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair or teeth). Pupils will be able to point to key areas of their bodies and name them using their chosen form of communication.	Pupils are able to follow own hygiene routine with supervision Pupils are able to use the correct hygiene product to carry out hygiene routine Pupils will be able to label male and female bodies using correct terminology Pupils will begin to demonstrate an awareness of how to check bodies for anomalies.	Pupils will be able to carry out their own hygiene routine independently Pupils will use hygiene products safely Pupils will be able to use and explain how to use a product safely e.g. to spray deodorant with caution and ensure it does not go into your eyes Cope independently with personal hygiene during menstruation Pupils will be able to describe the different stages of reproduction, pregnancy and birth.

	Pupils will respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies. Pupils will respond with curiosity to stimuli about the ways in which we change as we get older.			
Key learning: Relationships with others				
Subject specific knowledge	Pupils react to new activities and experiences such as showing pleasure or displeasure in response to photos of people they know, family, friends, staff, strangers Pupils can use chosen communication method to acknowledge when basic emotions. Pupils know and remember learnt responses such as consistently enjoying or not enjoying particular choices Pupils know who are special to them. Pupils know how to ask or signal for help in their chosen form of communication Pupils know and respond to stimuli about some of the different kinds of relationships there are within families.	Pupils know who their friends are and can identify them through photos or OoR Pupils know how to be kind and unkind and can identify images that depict kind and unkind acts Pupils know how to model good listening Pupils know and respond to stimuli about what we mean by keeping a secret and what we mean by a surprise. Pupils know and recognise trusted adults who work with them Pupils know what is meant by family and can communicate who they are in their chosen form of communication. Pupils begin to show an understanding that there are lots of different types of family structures. Pupils know that there are different types of relationships and can begin to name them and identify key characteristics.	Pupils communicate feelings and ideas in simple phrases Indicate an understanding of body changes when attracted to others Pupils can communicate an understanding of an appropriate relationship i.e. the difference in the role play situations Pupils will know how to communicate feelings and ideas in simple phrases Pupils know the difference between 'liking' and 'fancying' someone. Pupils know and can communicate some characteristics of a romantic relationships. Pupils know and explain appropriate and inappropriate actions/touch. Pupils have a strong knowledge of trusted adults. Pupils know the term intimate and who is an appropriate persona to share intimate actions with.	Pupils can communicate an understanding of an appropriate relationship i.e. the difference in the role play situations Pupils can communicate and are aware of how to deal with incidents related to arousal or wet dreams Pupils can communicate an understanding of an appropriate relationship i.e. the difference in the role play situations Pupils know and describe the difference between friendships and romantic relationships. Pupils know what intimacy means. Pupils know about the age of consent. Pupils have a more secure knowledge of intimacy and how to stay safe. Pupils know that it is their right to say no and that no one can pressure them into keeping secrets.

		Pupils know and deign to describe some stronger emotions such as excited, anxious, frustrated etc. Pupils know that different emotions make us behave in different ways Pupils know that it is their right to say no.	Pupils know that it is their right to say no and that no one can pressure them into keeping secrets. Knows that people can like or fancy people of the same or opposite gender, race, ability or religion.	Knows that people can like or fancy people of the same or opposite gender, race, ability or religion.
Subject specific skills	Pupils are able to explore photos and OoR relating to friends and family Pupils are able to answer simple yes or no questions. Pupils are able to show emerging awareness of activities and experiences Pupils begin to communicate intentionally by making choices Pupils are able to respond respond to options and choices with actions or gestures Pupils are able to respond to stimuli which depict kindness and unkindness.	Pupils are able to select symbols from a choice of 3 to answer symbol supported questions Pupils are able to demonstrate understanding towards others and not engage with peers when displaying negative behaviours or sad emotions. Pupils are able to join in a range of activities with different people by giving appropriate responses Pupils will be able to point to or look at a symbol to state if they have liked or disliked an activity Pupils are able to join in a range of activities with different people by giving appropriate responses Pupils are able to demonstrate how to communicate worries or problems to others in their chosen form of communication.	Pupils can participate with prompting with role play activities Pupils will work alongside other pupils Pupils will ignore the behaviours of others Pupils will begin to share thoughts and emotions more freely Pupils are able to describe what a healthy relationship – friendship or romantic looks like. Pupils are able to describe how strong emotions (including sexual attraction of both same and opposite gender) might make people feel.	Participate fully with paired role play activities on appropriate relationships. Pupils can describe what a healthy relationship – friendship or romantic looks like and what to do when they see something they do not like. Pupils are able to identify expectations we may have of being in a romantic/intimate/physical relationship, which may include sex.

Key learning: understanding the importance of privacy				
Subject specific knowledge	Pupils know how to indicate a basic need with assistance from an adult Pupils know to demonstrate a reflex response to something they enjoy or dislike Know to communicate by crying, reaching etc. when they are in need of something or want something to cease Ceases crying when they are attended to or left alone Demonstrates contentment through body language and expression Encounter images or OoR of some public and private places Knows when they are being supported with personal care and feel safe.	Knows that clothes are to be worn in public Knows and can use symbols, dolls or OoR to indicate private areas of the body Knows that no one has the right to touch their bodies without consent. Knows who a trusted adult is. Know where it is safe to remove clothes. Pupils know that no one has the right to ask them to take their clothes off or show them their bodies.	Show awareness of things which are done in private Recognise when there is a need for privacy i.e. requesting a need for the toilet Can sort places that are public and private Can state appropriate clothing for different activities Can state/indicate areas of the body that are private Responds to and answers basic questions related to the PANTS rule Behaves appropriately towards others Understands the basic concept of consent Pupils know who to talk to about private matters or problems Pupils know that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online. Can identify trusted adults if someone pressurise us to do something on or offline.	Pupils can indicate an understanding of the most private body parts by eye contact, pointing, gesture etc. using line drawings Pupils communicate an understanding around the importance of keeping themselves and others safe. Pupils show an understanding of what is happening to their body and are able to communicate an understanding of where the most private places are. Pupils are aware of what consent is and can express a range of different times where consent is needed Pupils are able to explain what the PANTS rule is Pupils know who to talk to about private matters or problems Pupils know and can identify aspects of our lives that we may wish to keep private, even if others choose to share these things about themselves. Pupils have a clear knowledge of what is appropriate and inappropriate to share online.
Subject specific skills	Blinks defensively when something moves close by Imitates communication when seeking attention	Engages and begins to respond to songs/images/resources relating to the PANTS rule. Shuts the bathroom door upon entering	Shuts the door when entering a bathroom Remains clothes in all private areas or when there are others around	Keeps themselves safe in a variety of different settings and situations Uses appropriate language when talking to others.

	Is able to make a choice by eye pointing or other chosen forms of communication Acknowledges motion-based or auditory pleasure by brief responsive smiling when provided with enjoyable movement experience	Keeps clothes on in public Does not touch others inappropriately Does not allow others to touch them inappropriately. Encounter images or OoR of some public and private places and begins to sort them accordingly	Behaves appropriately towards others Engages in appropriate conversations Is able to identify reasons why sharing a photograph of ourselves might not be safe.	Knows the correct terminology for their bodies and uses the language appropriately Is able to explain how to manage requests to share a photo, or information about ourselves or others online, including how to report.

Personal development	Developing skills for life, independence, work experience, team building skills.

Suggested activities

Key topics and suggested activities:

1) Changing bodies

- Body parts and names
- Body image - Body confidence and self-esteem
- Puberty
- Hygiene and personal care
- Menstruation
- Erections and wet dreams
- Reproductive system (can be covered through science)
- Sexual health – protection, birth control, STDs, AIDS and HIV, checking for lumps in testicles and breasts

Social stories, writing / drawing instructions for using sanitary towels / keeping clean/checking breasts and testicles, pass the parcel / feely bag for personal hygiene / clothing items, making and labelling body boards, dolls, symbols, PE games (including personal space), magazines/newspaper/ social media examples and collage (body image), circle time, sequencing activities, identifying and using appropriate products, menstruation diary, using condoms (6th form only if appropriate), STD cards

2) Changing relationships

- PANTS rule – all pupils in school must be taught the PANTS rule - https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/
- Age-appropriate / learning need appropriate behaviours
- Real and fantasy relationships
- Consent
- Saying no and assertiveness
- Peer pressure

- Child sexual exploitation
- Sexual touch (including hugging and kissing)
- Sexuality and gender (including homosexuality, bisexuality and transgender) – including equality
- Healthy and respectful relationsips

Circle time / Ask It sessions, role play, freeze frames, scenario cards, discussion cards (see E.P), Cody's Choice PPT, sorting clothes/items (looking at gender stereotypes), team/partner games, ordering risk cards and discuss consequences, exploring celebrities in the media with different family structures / sexualities

3) Privacy
- Public and private
- Personal choices
- Feelings
- Family
- Masturbation

Pictures of different places, scenario cards, http://www.bbc.co.uk/education/clips/z9m87ty, rights and responsibilities, emotions cards, setting up rules, emotions paintings

4) Other
- Family structures
- Pornography
- E-safety

Online resources

http://www.bbc.co.uk/education/clips/z9m87ty
https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/
https://www.bbc.co.uk/bitesize/topics/zr9dxnb/resources/1

Evidencing Work

Where appropriate the following should be available as evidence:
- Notes on discussions pupils have had
- Written/symbol supported pupil work
- Recipe sheets/instructions
- Worksheets
- Photo/video evidence

Please submit 3 pieces of work from Higher, middle and lower ability in your class to the PSHCE lead each half term for evaluation. These should be clearly annotated and dated.