PHSE Rubric 2021-2022

RSE

C.Flanagan

In this unit, pupils will develop an understanding and awareness of the changes that their bodies have and will go through, to correctly name and identify all areas of the body, develop an awareness of a variety of different relationships and family structures. Pupils will also learn about appropriate and inappropriate relationships, behaviours and touch and will learn about the NSPCC PANTS rule. It will help pupils to strengthen their understanding and equip themselves with the skills needed to regulate their own behaviours, feelings and emotions. It will also enable pupils to safeguard themselves and equip them with appropriate vocabulary to express their thoughts, feelings and experiences.

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 encounter activities and a range of changing body resources through experiences e.g. sensory story, symbols to show key information Pupils show emerging awareness of activities and experiences Pupils react to new activities and experiences such as deep pressure, tac pac on various body parts etc. Pupils begin to recognise different body parts and demonstrate this knowledge through their preferred communication.	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 recognise parts of the body that need to cleaned regularly from a list and be able to simply state why Pupils will identify what items are needed to carry out an ADL a range of 5 products Pupils will be able to create own hygiene routine from given images Pupils communicate feelings and ideas in simple phrases 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 know that their bodies will change and that they will need to look after their changing bodies. Pupils can communicate simple facts about how to keep their body clean and safe. Communicate some knowledge and understanding of the menstrual cycle Communicate some knowledge and understanding of where sperm is produced Know that erections and periods are normal and safe Communicate understanding of how different birth control methods work and the reasons for using them Indicate an understanding of where to get advice
Subject specific skills	Pupils remember learnt responses such as consistently enjoying or not enjoying particular choices Pupils begin to communicate intentionally by making choices Pupils respond to options and choices with actions or gestures	Pupils 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 point to or look at a symbol to state if they have liked or disliked an activity	Pupils to follow own hygiene routine with supervision Pupils will use the correct hygiene product to carry out hygiene routine Pupils will begin to share thoughts and emotions more freely	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

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 explore photos and OoR relating to friends and family Pupils can use chosen communication method to acknowledge when basic emotions.	Pupils join in a range of activities with different people by giving appropriate responses Pupils can idenfity some of their friends through photos or OoR Pupils can identify images that depict kind and unkind acts	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 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
Subject specific skills	Will answer simple yes or no questions. Pupils show emerging awareness of activities and experiences Pupils remember learnt responses such as consistently enjoying or not enjoying particular choices Pupils begin to communicate intentionally by making choices Pupils respond to options and choices with actions or gestures	Will select symbols from a choice of 3 to answer symbol supported questions Will demonstrate understanding towards others and not engage with peers when displaying negative behaviours or sad emotions. Pupils join in a range of activities with different people by giving appropriate responses	Pupils can participate with prompting with role play activities Pupils will work alongside other pupils Pupils will ignore the behaviours of others Pupils can participate with prompting with role play activities	Participate fully with paired role play activities on appropriate relationships.

Key learning: understanding the importance of privacy

Subject specific knowledge	Is able to make a choice by eye pointing or other chosen forms of communication Is able to indicate a basic need with assistance from an adult Demonstrate a reflex response to something they enjoy or dislike Acknowledges motion-based or auditory pleasure by brief responsive smiling when provided with enjoyable movement experience Cries 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	Encounter images or OoR of some public and private places and begins to sort them accordingly Knows that clothes are to be worn in public Knows and can use symbols, dolls or OoR to indicate private areas of the body Engages and begins to respond to songs/images/resources relating to the PANTS rule.	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 wuestions 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 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
Subject specific skills	Blinks defensively when something moves close by Imitates communication when seeking attention	Shuts the bathroom door upon entering Keeps clothes on in public Does not touch others inappropriately Does not allow others to touch them inappropriately.	Shuts the door when entering a bathroom Remains clothed in all private areas or when there are others around Behaves appropriately towards others Engages in appropriate conversations	Keeps themselves safe in a variety of different settings and situations Uses appropriate language when talking to others. Knows the correct terminology for their bodies and uses the language appropriately

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