

Creating a meaningful, learner-led curriculum for learners with SEND

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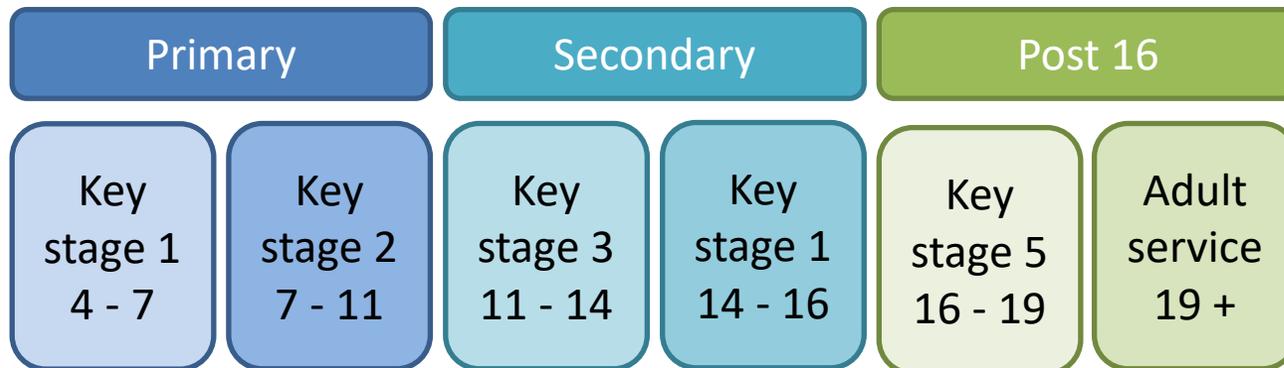
Senior RSE Specialist, Sex Education Forum



working together for quality relationships and sex education

Intentions for today

- Explore ways to create a meaningful RSE curriculum for learners with learning disabilities
- Demonstrate how teachers can decode complex RSE themes by creating developmental learning ladders, to ensure that all learners are able to access learning which is differentiated and personalised.
- Signpost to appropriate further training and resources



Acronyms and Abbreviations used

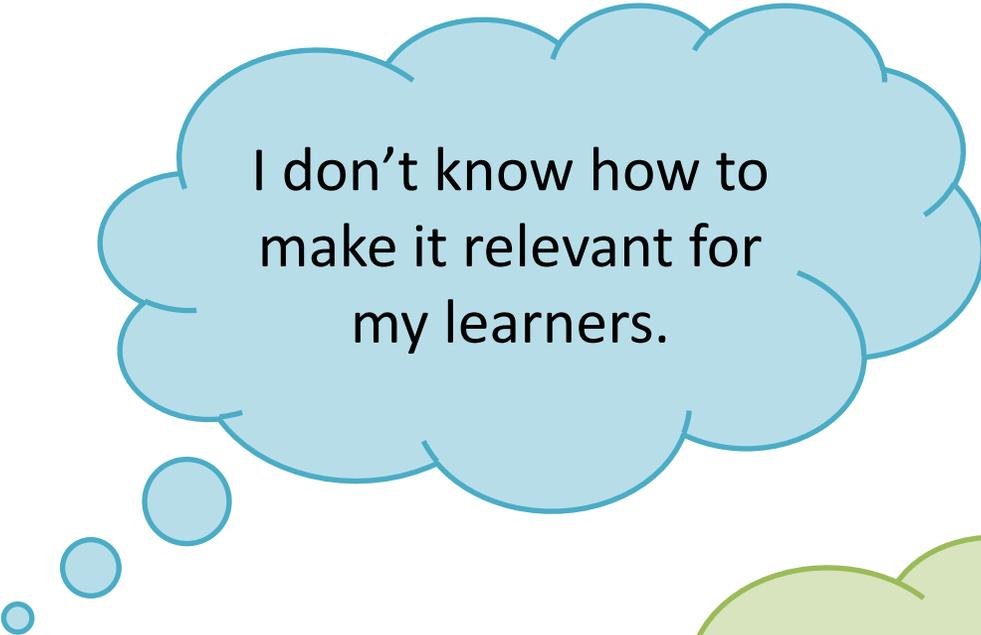
SEND: Special Educational Needs and Disabilities – this is diagnosed learning needs, and learners will have an EHC plan to document the support they need.

EHC Plan: Education, Health and Care Plan, created in partnership with school and home, this documents explains the learner’s specific needs, the interventions offered and targets set.

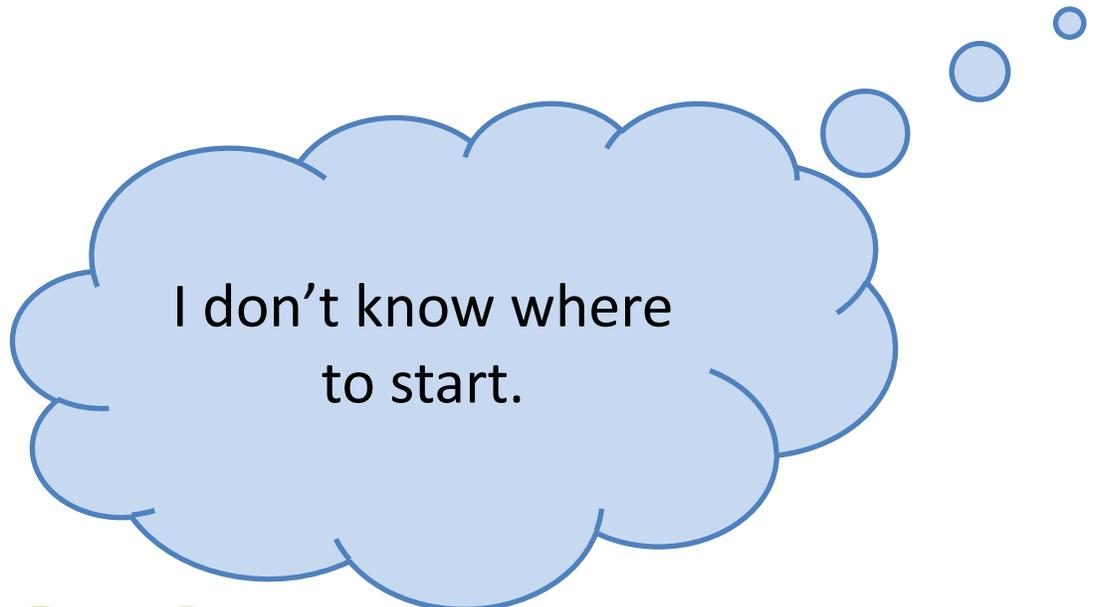
RSE: Relationships and Sex Education – in England, relationships education is statutory from Reception (4 years old) all the way through to the end of Key stage 4 (16 years old). Sex education is recommended but not statutory in primary (to age 11) but becomes statutory in Secondary.

PMLD: Profound and Multiple Learning Disabilities

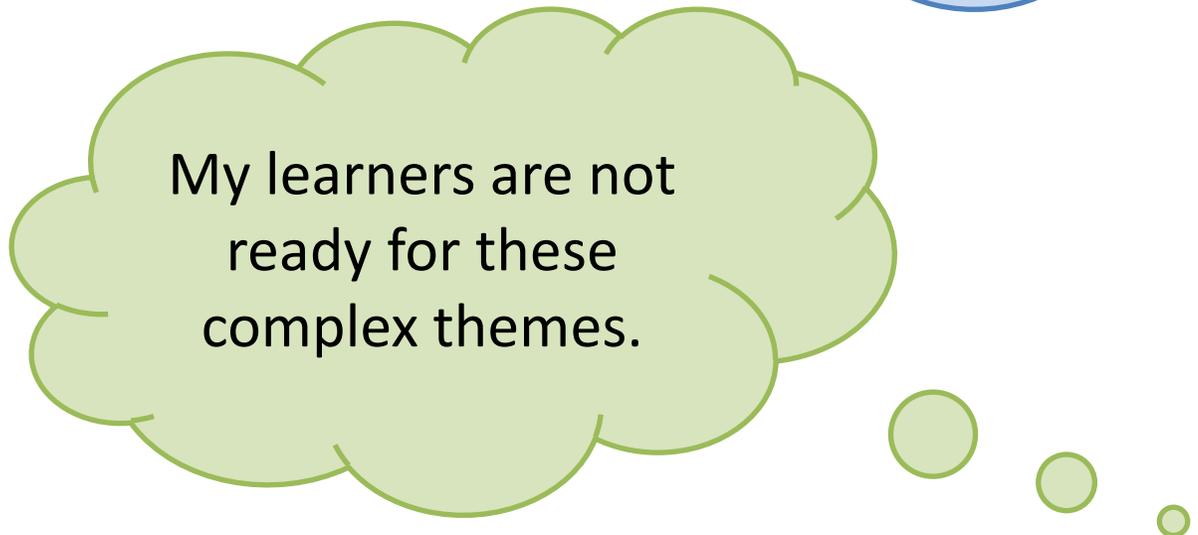
MLD: Moderate Learning Disabilities



I don't know how to
make it relevant for
my learners.



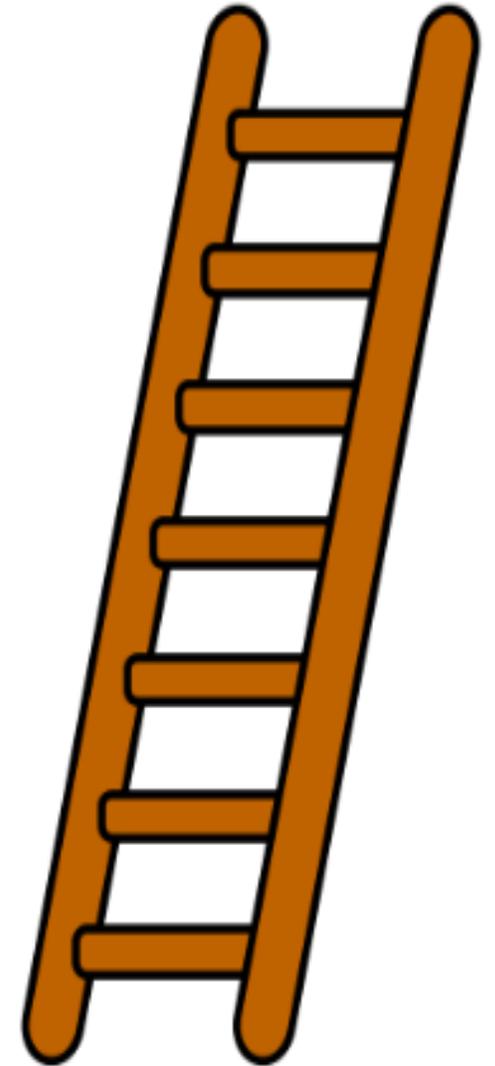
I don't know where
to start.



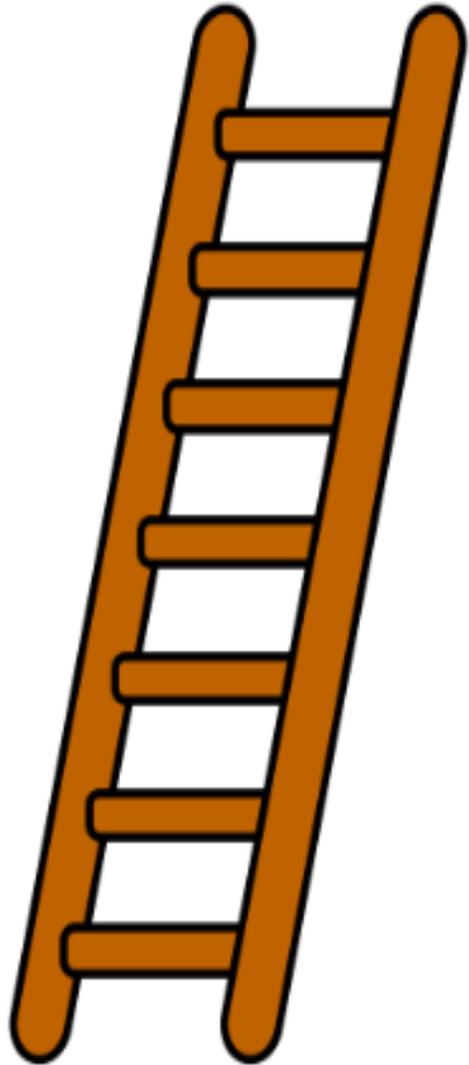
My learners are not
ready for these
complex themes.

A developmental approach – climbing the ladder

- Learner led – response to learners questions and interest
- Age appropriate – to the learners' chronological age, even if that content might seem too grown up
- Differentiated to cater for cognition, interest, and understanding
- Guided by assessment, beginning where they are and offering the next rung when it is appropriate



A developmental approach – climbing the ladder



- Public and private, good and bad touch
- The rules about touch with others
- Consent - saying no, giving enthusiastic consent, recognising consent
- Reporting
- Interactions with friends, boy/girlfriends, family etc and what is ok in which situation
- Choices and consequences
- Negotiation
- Risks and keeping ourselves safe

The rules about touch:

Does the cat want to be stroked?

1



2

3



4



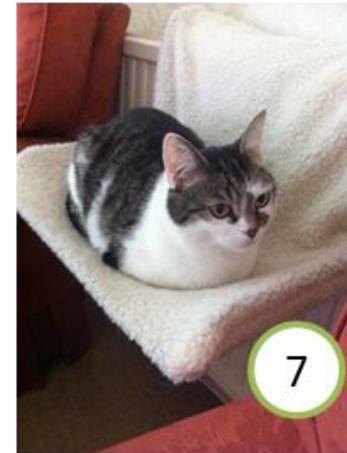
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8



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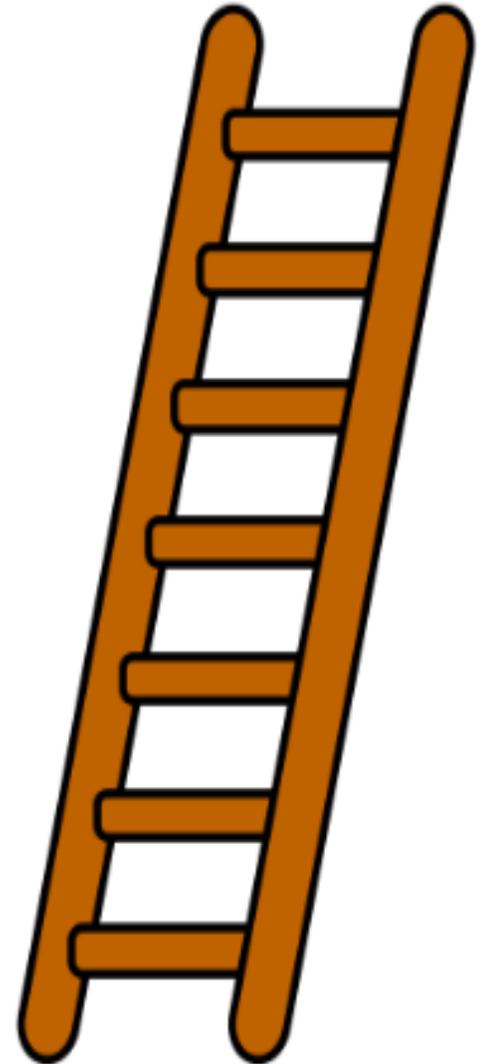
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Addressing challenging topics in a sensitive way

Example: masturbation

- Masturbation is when a person touches their own genitals to give themselves sexual pleasure.
- Masturbation is when a person touches their own genitals in a way that feels nice for them
- We are allowed to touch our own body in a way that feels nice for us when we are in private
- We are allowed to touch all parts of our own body in private

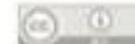
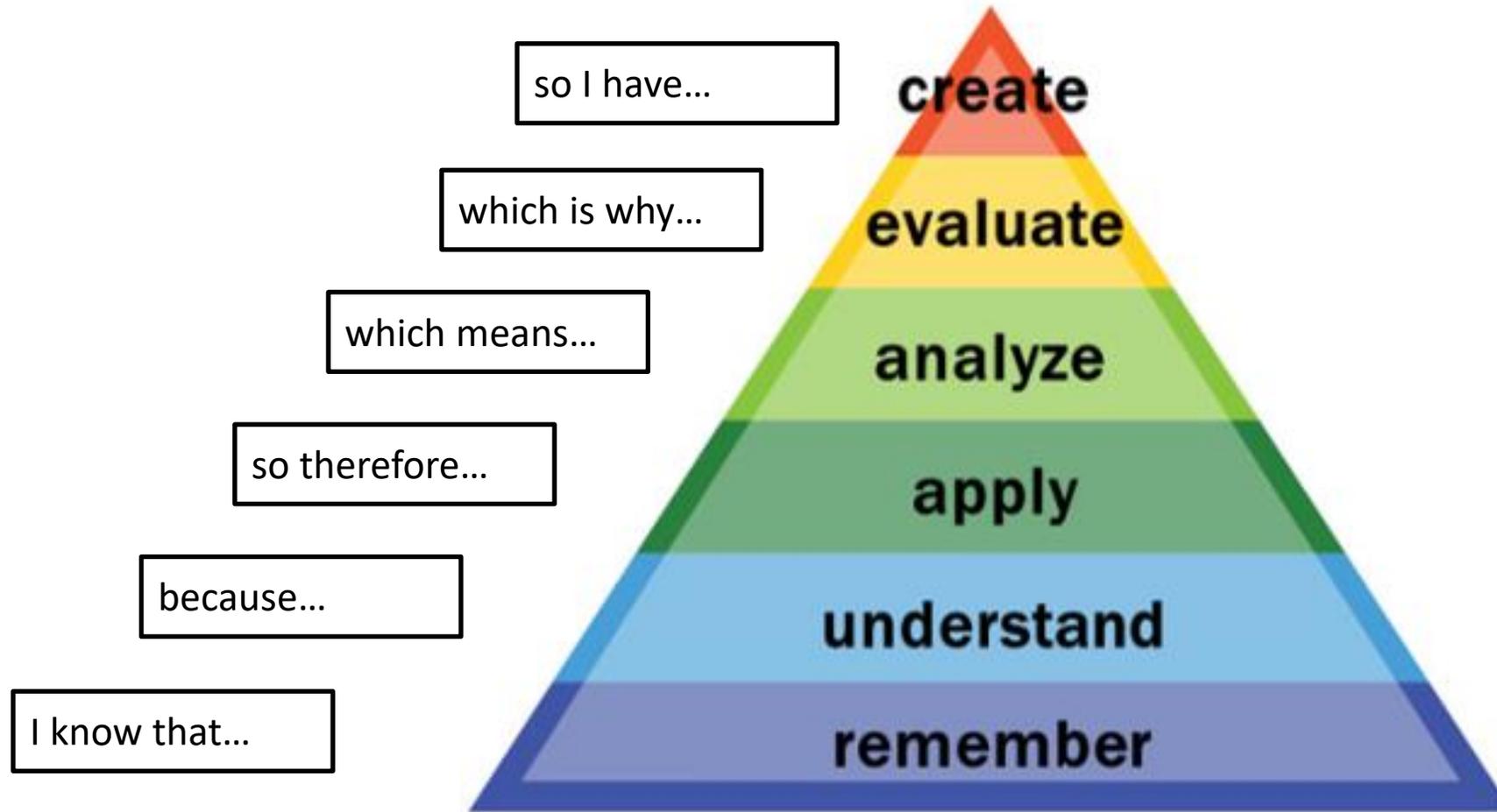


Approaching tricky topics with learners with PMLD

- Find that critical kernel
- Build up from there
- 1) commentary
 - I am going to wash your vulva because I am helping you to change your pad
- 2) yes / no questions
 - It is hot today. Would you like your jumper off?
- 3) Limited options: not at all → extremely
 - Would you like to go outside?



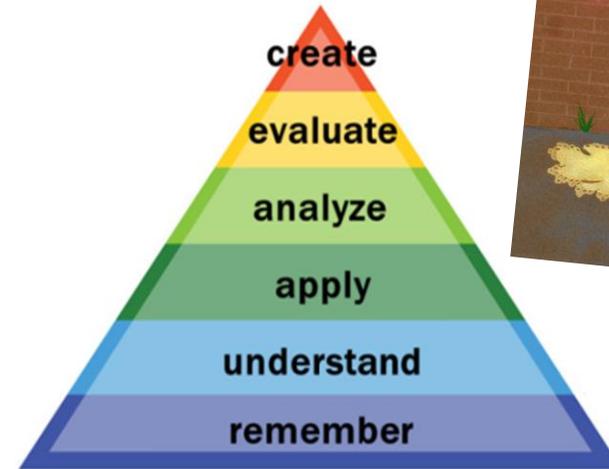
Using Blooms taxonomy in RSE



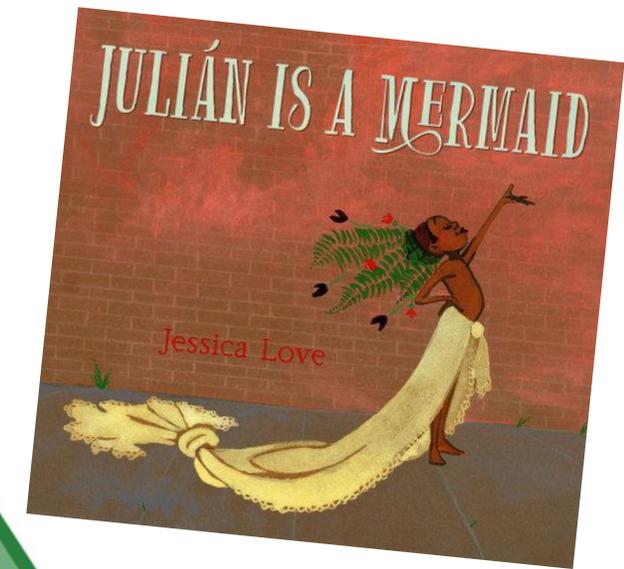
Using differentiated questioning

Plot Synopsis:

Julian meets some mermaids on the train home from the swimming pool. He daydreams about being a mermaid. When he gets home, he dresses up as a mermaid. Nana sees him and he thinks he is in trouble, but she gives him some beads. They go to the carnival together.



Vanderbilt University Center for Teaching



Tell me about the story.

What happened to Julian in the story?

How did Julian feel when he saw the mermaids?

What did Julian think Nana would say when she saw him dressed up?

What did it mean to Julian, when Nana gave him the beads?

How did Nana's response make Julian feel?

Top tips for SEND-inclusive RSE

- Start where they are
- Be learner led
- Create a safe and familiar learning environment
- Address misunderstandings and negative attitudes
- Chunk it down
- Use distancing techniques and characters to explore themes
- Never assume they know
- Assess, and plan responsively
- Use a range of teaching techniques
- Assess demonstration of skills over recall of facts
- Rights-based, evidence based
- Frame as skills for independent healthy and happy adulthood

Resources, support & further training

Free newsletter sign up: [newsletter](#)

Email for training and enquiries [info @sexeducationforum.org.uk](mailto:info@sexeducationforum.org.uk)

Website: sexeducationforum.org.uk



Membership

- Discounts on training & events
 - Access to resources and members' newsletter
 - 4 logins per school
- [£49.50 per year](#)

Resources

- Teaching resources
- Curriculum design tool
 - Audit tool
- Evidence briefings
 - FAQs

[Browse resources](#)

Training

- Webinars
- SEND remote course
- Teacher INSET
- Sexual Health
- LGBT+ inclusion
- Conferences

[Calendar](#)

One day SEND foundation course:
[Get Ready for Statutory](#)
12/10/2021

2-hour webinar
[Preparing for Adulthood](#)
21/10/2021

Half day course:
[Consent and Touch: PMLD](#)
24/11/2021