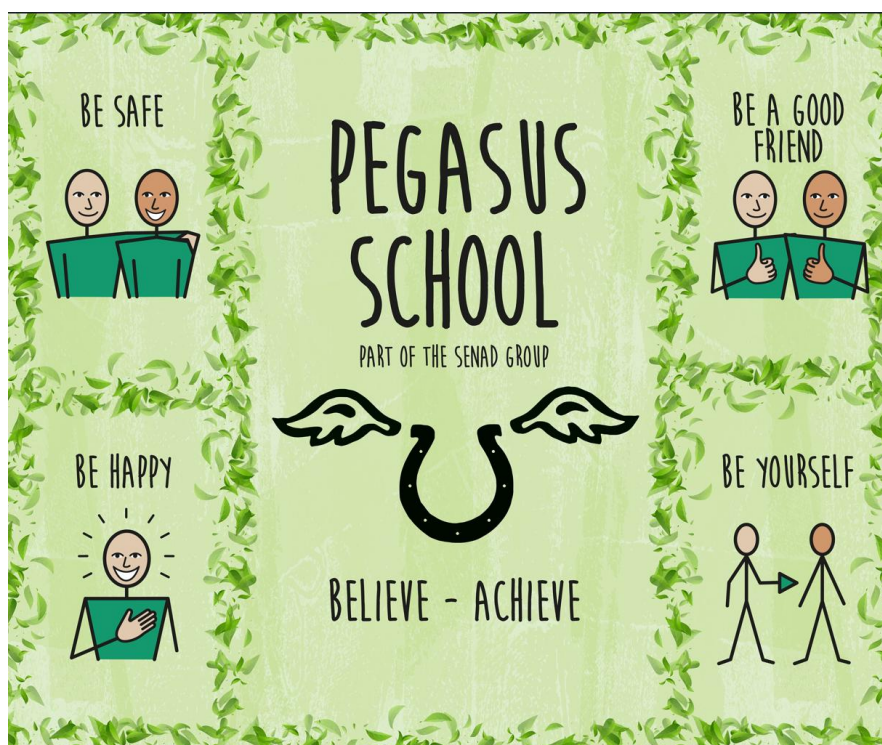


Pegasus School Education Policy

Policy Section Number	7
Dated	October 2026
Reviewed	October 2026
Version Number	7
Next Review Date	October 2027
Contents	Curriculum including RSHE and PSHE Assessment, Recording and Reporting Teaching and Learning
Related Policies and Guidance Documents	For associated policies and documents please see Page 35
Related Regulations	
Policy Owner	Claire Hancox/Kelly Bailey
Document History	
May 2026	Policies associated added page 35
October 2026	Updated for vocational subject focus.

Pegasus School – Education Policy



At Pegasus School young people follow their own bespoke curriculum pathway informed by their EHCP outcomes in preparation for adulthood. Our young person's destinations are varied, and we aim to increase their opportunities available to them post-Pegasus to leave with the skills needed to lead an enriched adult life, to be as independent as possible, to be an active citizen both in school and within their local community, and to be as healthy as possible in adult life.

Our curriculum facilitates our school aims to:

- Communicate effectively and make choices about things that affect them.
- Develop motivation, confidence and resilience to take on new challenges and develop their full potential.
- Self-regulate their senses, emotions and behaviour in order to share activities and learning spaces and have opportunities to build social relationships.

Embedded into the curriculum are our school values, to:

- Be safe
- Be a good friend
- Be yourself
- Be happy

Teaching and Learning

The Classrooms

Our school is based over three departments, Meadows, Treetops and Woodlands. Young people are placed in class based around their friendships and learning styles over year groups, but we do try to educate them in class groups of similar age groups where possible:



Meadows Department

These three classes in Meadows are in a separate building to the rear of the main building. This has a teaching kitchen and a sensory integration room, along with having direct access to the Forest School area and to our farm. Whilst it is securely fenced in, the young people have access to the rest of the school's facilities in the main garden and building. The three classes often come together into bigger groups to develop social skills and space sharing. Young people in key stage 2 and early key stage 3 tend to start their Pegasus journey in these classes.

Treetops Department

These two classes are upstairs in the main building of the school, and share access to a teaching kitchen and an art room. They also have direct access to the facilities within the main building and garden. Young people in key stage 3 and 4 tend to occupy these classes.

Woodlands Department

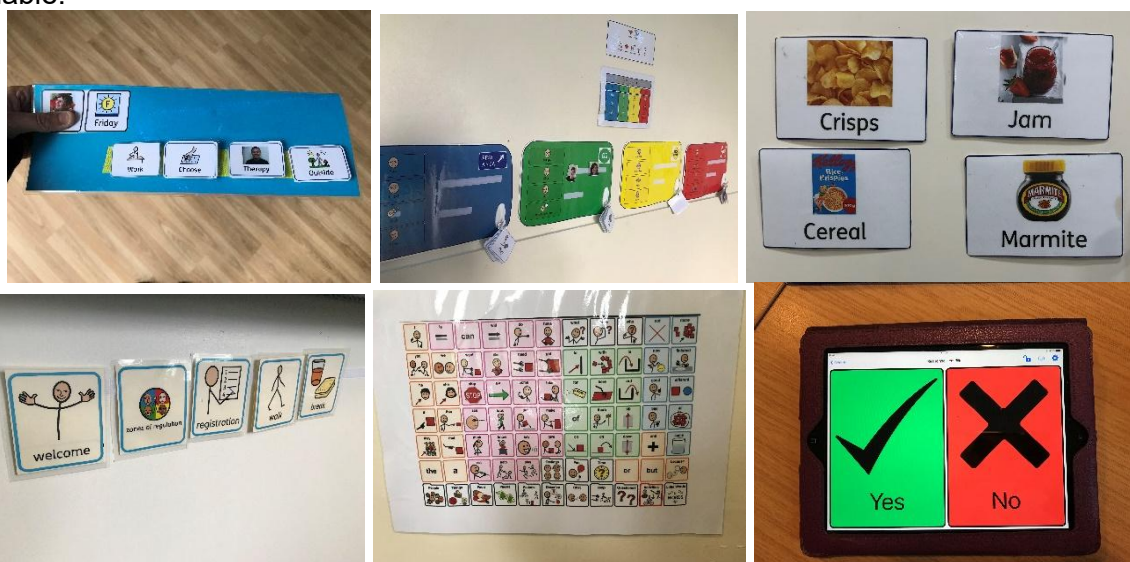
These three classes are for our older young people and are in the main building of the school. Here they have direct access to the soft play and light room facilities, the gym space, to their two teaching kitchens and shared common room. They have direct access to the main garden. These classes have a large focus on learning skills to safely access the community and develop their independence ready for adulthood. Young people in key stage 4 and 5 tend to complete their Pegasus journey in these classes.

There are consistent expectations that run through all classrooms in the school.

- To have two display boards – one showing class timetables and one celebrating work towards the topic of the term. Each department has shared displays that celebrate how they follow our school values.
- To remain clutter free
- Each young person has a communication aid as appropriate for their need so they can express themselves. This may be an iPad or a communication book or a selection of choice boards.
- Each staff member supports the young people to negotiate a timetable for the day, either in the form of now/next or a half day sequence.
- Each class has additional OT equipment that is needed to support regulation.
- Each young person has their own set space in the classroom
- Resources in the classrooms and shared rooms are set up and labelled to encourage independence.
- A device is provided per young person to record evidence of learning on to the app.
- Each class has access to a school vehicle through the week to apply their learning in the community, which is fully risk assessed.

Communication

Everyone needs to be an effective communicator to engage in the world around them and to ensure we can get their needs met. At Pegasus, we use a range of Augmentative and Alternative Communication (AAC) techniques to support communication and understanding. These are tailored dependent on needs and range from scaffolding work with visual task breakdowns to using communication apps such as ProLoQuo2Go to increase a young person's vocabulary. We aim to provide the means, reasons and opportunities throughout the day to encourage communication. We have a specialist Elklan trained teacher who provides additional support to our Speech and Language Therapist with the range of AAC available.



Staffing

All young people have a minimum of 1:1 staffing, with extra support available to access the community if required. Each teacher has approximately 4-6 young people in their class, with the teacher and lead teaching assistant remaining consistently in their allocated classroom. The support staff move between classrooms throughout the week and are a mix of teaching assistants and residential support staff.

The young people have three core working documents which the staff are expected to have read and follow:

1. Risk Assessment and referenced protocols
2. How to Support Me
3. Positive Behaviour Support Plan

Approach to learning

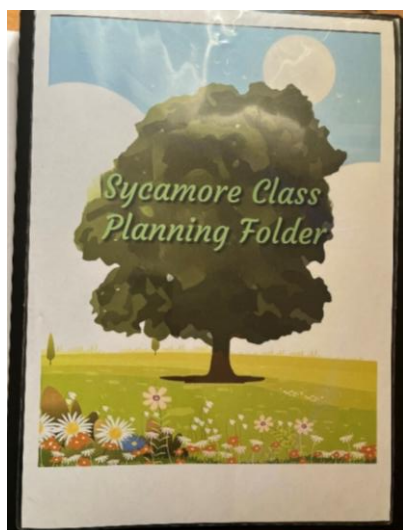
It is not uncommon for the young people placed at Pegasus to have been out of education for a long period of time prior to admission, and to have experienced trauma as previous settings have broken down. The priority of our approach to learning is to build trusting and nurturing relationships, develop their communication skills, address their sensory needs, and build up their 'green scale' activities of positive activities they can engage with, often using sports as a way to reengage the young people. Once this is in place, the level of behaviours that challenge decrease and their engagement in meaningful learning activities increases.

We look to four main areas when developing new skills – fluency, maintenance, generalisation and independence. Some of the learning is repetitive to support the development of their short-term memory, and the sequence of learning may seem lateral rather than linear in order to address the 'spikey' profiles of their attainment levels, and we may celebrate engagement over accuracy as we focus on building their self-esteem and self-worth. We don't routinely use reward charts or schemes as we want to develop their intrinsic motivation to learn. We support them to learn the natural consequences of their behaviour instead of using sanctions. Overall, we increase their sense of wellbeing, productivity and high-quality relaxation throughout their time at our school so they can be the best that they can be and actively contribute to society. Please see our Positive Behaviour Support policy for additional information.

We celebrate weekly wins in our end of week department assemblies, and young people can collect school values awards to exchange for a prize for choices they make that demonstrate they are following our school values.



Planning



Each young person has their own individualised timetable and planning. This is presented in an A3 folder. The timetable, curriculum and planning will be clearly linked and referenced, taking into account prior learning.

The planning document consists of three sections:

- Intent – their EHCP targets and how this is linked to their curriculum pathway
- Implementation – how the curriculum will be used to progress their targets
- Impact – the current assessment levels ensuring they are on the correct pathway.

Our week-by-week planning allows for frequent changes to maintain engagement and support our young people, when necessary, to revisit concepts to develop a deeper understanding.

Previous half term planning for that academic year is kept archived at the back of the folder for reference.

This planning document is reviewed by the SLT alongside learning walks and recorded evidence on the app to ensure planning, teaching and learning is of a high quality and progress is being made. Planning documents are consistent throughout the classes, and each young person has their own planning tailored to them. The template example is below:

Highlighter Code
Section Understanding
Developing Understanding
Emerging understanding
Not assessed/ participated

Intent

English	Maths	Topic	Independence	Play and leisure	PSHE/ RSHE	Physical wellbeing
Reading B2: Progression step 1 - To frequently look at books Writing B2: To use a pincer grip B2: Trace circular movements Communication 1. Equals - Dynamic communication To respond to a greeting from a familiar adult. 2. Equals - Behavioural Communication To follow a simple single instruction	Number B2: Progression step 2 - To put quantities to numerals SSM B2: Progression step 2 - to use the term heavy and light. U&A B2: Progression step 1 - To look at a collection of objects and give a property to classify them Money Equals: Maths: To establish that money is a means of an exchange	EYFS Materials Focus <ul style="list-style-type: none"> Recycling Texture Seaside <ul style="list-style-type: none"> Waterplay Sea creatures and their habitats 	Travel Equals: Walking and road crossing - To walk independently outside of school Cooking Equals: Using a blunt knife - To use a spreading knife to spread and cut toast Shopping Equals: Shopping for cooking - To prepare for a shopping trip	Equals: Structured play To include 1:1 or small groups Equals: Free Play turn taking - Relational and functional play. Playing with common, central resources.	Jigsaw - Changing Me Understand that everyone is unique and special Can express how they feel when change happens Understand and respect the changes that they see in themselves Understand and respect the changes that they see in other people	Equals: PE, Sports and games - To participate in and enjoy different forms of skill based physical activity.

Impact

English > Reading & English > Writing + 3 more	
⌵ Default	
Subject > Profile	Current Level
English > Spoken Language	81% of Step 1
English > Reading	44% of Step 1
English > Writing	79% of Step 1
Mathematics > Number	50% of Step 1
Mathematics > Measurement & Geometry	52% of Step 1
Mathematics > Statistics & Probability	71% of Step 1

EHCP: Communication and Interaction

To share the classroom space with peers for 5 minutes.



Term: Summer 2 2026
Topic: The seaside

EHCP: Cognition and Learning

To sequence numbers to 15 with verbal prompting

EHCP: Sensory and Physical

To follow a simple shopping list consisting of at least 3 items

Curriculum Map								Age range
Adventurer Curriculum								
(Progression steps 4-5, Progression steps 1-2, Steps for life 4-5)								
English	Maths	Topic	Independence	Physical wellbeing	PSHE/RSHE (Jigsaw)	Play and leisure	Reception/EYFS	
Enrichment Areas - Instructor Led								
Art	Horse riding	Forest school	Reflexology	Music	Farm	Horticultural	Junior dog handling	PE/ Fitness

EHCP: Social, Emotional and Mental Health

To zip up her own coat/ jacket once it is placed in the holder









Implementation

<div> <div>Highlighter code</div> <div>Engaged</div> <div>Partial engagement</div> <div>Disengaged</div> </div>							
Week 1	English	Maths	Topic	Independence	Jigsaw	Play and leisure	Physical wellbeing
Monday	<p>I can find the letter 'P'</p> 	<p>I can sort animals that live in sea</p> <p>Using the tuff tray, place item in the water or land</p>		<p>I can walk to the local park</p> <p>Meadows group trip to walk to Rosliston park</p>			<p>I can use my choice board to choose an activity for a movement break</p>
Tuesday	<p>I can participate in Attention Autism session</p> <p>Engage to stage 3 - bubbles theme</p>	<p>I can count to 15</p> 	<p>I can create a sea creature using sensory/ recyclable material</p> 	<p>I can choose and spread my toast topping</p> <p>Group session of turn taking and preparing toast with a choice of toppings</p>		<p>I can share the resources</p>  <p>cleaning the seashells</p>	<p>I can use my choice board to choose an activity for a movement break</p>
Wednesday		<p>I can purchase sand from the shop</p> <p>For our topic we will be needing lots of sand Poppy to experience the till in the new shop</p>		<p>Forest school on-site</p>		<p>I can use my choice board to choose an activity</p>	<p>I can explore the assault course - completing 2/5 pieces (off site at conkers)</p>
Thursday	<p>I can create a sea snail</p> <p>Using the chalk outside, follow circular movement to create a sea snail</p>	<p>I can explore weight using the bucket scales</p> <p>Explore the new equipment, reinforcing the new language as the bucket gets 'heavier' with sand</p>	 <p>I can use my fine motor skills to rescue animals</p> <p>Pipe cleaners twisted around sea creatures</p>	<p>I can visit the supermarket - familiar Morrisons</p> <p>I can prepare my shopping list of 2 items</p>	<p>I can name parts of my body</p> <p>Sing heads/shoulder song, Draw around each other and label</p>	<p>I can draw in the sand</p> 	
Friday	<p>I can explore a new story</p> <p>Introduction of the story sock for this term.</p>			<p>I can participate in Physibed independently for 5 minutes</p> <p>To follow actions with verbal prompting</p>		<p>I can use my choice board to choose an activity</p>	<p>I can explore the soft play equipment with support (off site)</p>

Items	Prompting	Fluency	Maintenance	Generalisation
Communication & Interaction				
To develop and sustain appropriate relationships with adults and peers, and to be included in a range of social activities within her school and wider community.				
RAP 3 25/26				
To share her side room with other peers for 5 minutes. <i>PW is making good progress towards her target of sharing her side room with peers for short periods of time. She is beginning to tolerate the presence of others in her space and can share the room for up to 5 minutes with support. PW is developing her ability to engage appropriately alongside her peers, which is contributing positively to her social interactions and inclusion in shared activities. With continued encouragement and consistent opportunities, she is building confidence in sustaining these interactions.</i>	7	7	7	7
Cognition & Learning				
To access a full range of educational opportunities and make appropriate progress for her individual level of ability.				
RAP 3 25/26				
To sequence numbers to 15 with verbal prompting. <i>PW has successfully achieved her target of sequencing numbers to 15 with verbal prompting. She is able to organise numbers in the correct order when supported, demonstrating a developing understanding of number sequences. PW shows confidence in this task and is able to maintain her skills during structured activities. This achievement reflects positive progress in her cognition and learning, supporting her ability to access a wider range of educational opportunities.</i>	7	7	7	7
Social, Emotional, Mental Health				
To make measurable progress in achieving increasing independence in all areas of her overall development.				
RAP 3 25/26				
To zip up her own coat once placed in the holder. <i>PW has successfully achieved her target of zipping up her own coat once it has been placed in the holder. She is able to complete this task independently, demonstrating increased confidence and developing independence in her self-care skills. Although there has been limited opportunity to gather evidence due to the weather, PW has shown that she can carry out this skill when required. This progress supports her ongoing development towards greater independence across her daily routines.</i>	7	7	7	7
Sensory & Physical				
To gradually prepare for all aspects of adult life and develop the ability to live as independently as possible.				
RAP 3 25/26				

The Lessons

The SLT will complete learning walks covering three main areas:

1. Curriculum

Teachers are expected to use their subject expertise to provide effective learning opportunities, to ensure that the lesson content is appropriate to the age group and is of the highest expectations, and that there is a logical sequence to the lesson.

2. Teaching

Teachers are expected to demonstrate excellent communication skills, questioning skills, and to give explicit, detailed and constructive feedback in lessons.

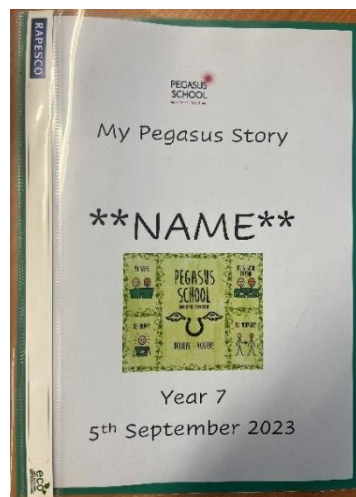
3. Behaviour

Teachers are expected to create supportive classrooms focused on learning, so as the young people's behaviour contributes to the focus on learning. Areas within the school development plan and the teachers own CPD needs will also be covered for development within the learning walks.

General Class Learning Walk

Teacher selected area from their area of focus/CPD:

Teacher	Students present:					Date:
Other adults TS: 8 (LTA/TA/RSW)	Year group/s:					Observer/s:
	Context/summary of main points:					
	Expert	Secure	Area for development	Priority for development	Not available	Key Strengths:
Curriculum TS: 1, 3, 4						Areas to consider/Areas for development/Priorities for development:
Teachers use their subject expertise to provide effective learning opportunities						
The lesson content is appropriate to the age group and does not lower expectations						
There is a logical sequence to the lesson TS: 2, 6.						
Teaching TS: 1, 5.						
Teachers demonstrate good communication skills						
Teachers possess good questioning skills						
Teachers give explicit, detailed and constructive feedback in class						
Behaviour TS: 1, 7						
Teachers create supportive classrooms focused on learning						
Pupils' behaviour contributes to the focus on learning						
Discussion after lesson: Area/s to focus on in next lessons						



Overall progress – My Pegasus Story

To celebrate the progress that our young people make we record this in a document called 'My Pegasus Story' which tells the tale over time and helps us celebrate their journey towards adulthood.

The Curriculum

Our curriculum is not subject specific for all young people; some are learning within the early stages of development. Each young person will have a different priority of needs and so some subjects will focus more predominantly than others as planned by their teaching and therapy teams.

We use the EQUALS schemes of work to inform our curriculum offer, designed for young people working consistently and over time below age-related expectations, and is based on their developmental stage not necessarily their key stage.

Our young people can progress through three main pathways;

		Assessment approx. 'age' range
Trailblazer	Pre-key stage standards 4 and up	5- 11 year-olds
Adventurer	Pre-key stage standard 1 - 4	2-5 year-olds
Explorer	Engagement steps 1-5	Birth – 2 year-olds

Curriculum Map						
Trailblazer Curriculum (Pre-key stage standards 4 and up / assessed 5- 11 year-old level)						
English	Maths	Science/ Topic	PSHE/ RSHE (Jigsaw)	Physical Wellbeing	Independence	Play and Leisure
Adventurer Curriculum (Pre-key stage standard 1 – 4 / assessed 2-5 year-old level)						
English	Maths	Science/ Topic	PSHE/ RSHE (Jigsaw)	Physical Wellbeing	Independence	Play and Leisure
Explorer Curriculum (Engagement steps 1-5 / Birth – 2 year-old level)						
English	Maths	Science/ Topic	PSHE/ RSHE (Jigsaw)	Physical Wellbeing	Independence	Play and Leisure
Enrichment Areas – Instructor Led						
Art	Horse Riding	Forest School	Reflexology	Music	Junior Dog Handling	PE/ Fitness

The curriculum will expand into areas of the National Curriculum in the Trailblazer pathway. Our topics offer cross curricular links and repetition. By repeatedly visiting the same concepts in different contexts helps develop more detailed understanding over time.

We deliver our curriculum through practical, functional and meaningful learning activities. Our older young people in Woodlands and Treetops learn vocational skills on the farm through animal care, on our allotment through horticulture, in our café through catering activities, in the community developing independence, as well as learning in the classroom.

Our younger learners in Meadows access the farm, allotment, café and community throughout the week to support reengagement into learning, to build up their independence and self-esteem and increase the range and quality of positive, 'green' activities. We aim to create positive experiences of these learning environments and make school a positive place to belong to again.

An example timetable below demonstrates how it is delivered across the week



*****'s Timetable

Class Teacher: S. Brailsford

Class: Daisy

Term: 1 - Half term 2

#Let's Share a Story:
Real Superheroes

Topic of the Half term
History

1	Bonfire night
2	Remembrance day
3	Vikings
4	Egyptians
5	Pirates
6	Inventions

	8:50-9	9-9:30		9:30-10	10-10:30	10:30-11	11-11:30	11:30-12		12-1	1-1:30		1:30-2		2-3				
Monday	Good Morning 		My Maths 	My English h ABC	Forest Walk 				My Physical wellbeing 	Green Scale 	LUNCH	Play 	My Independence: Baking 	Topic 	Free flow 	Play and leisure 	Green Scale 		
Tuesday	Good Morning 		My Maths 	Phonics 	Plan shop cook 					Green Scale 	LUNCH	Play 	Play and leisure 	Free flow 	Topic 	Free flow 	Play and leisure 	Green Scale 	
Wednesday	Good Morning 		My Maths 	Phonics 	Green scale 	PSHE 	My Independence 	My communication 	BREAK 	Green scale 	Reflexology 	My Physical wellbeing 	Green Scale 	LUNCH	Play 	Outdoor School 		Green Scale 	
Thursday	Good Morning 		Music (9:15) 		Green scale 	PSHE 	My Independence 	My communication 	BREAK 	Green scale 	Topic 	My Physical wellbeing 	Green Scale 	LUNCH	Play 	Outdoor School 		Green Scale 	
Friday	Good Morning 		My Maths 	Class trip - My English - Narratives 					BREAK	BREAK	Topic 	My Physical wellbeing 	Green Scale 	LUNCH	Play 	My play and leisure 	Free flow 	Art (1:45) 	Assembly 

Topics

The school follow a rolling sequence of topics informed by the Equals 'The World Around Me' schemes of work, using the National Curriculum levels to guide teachers to select appropriate learning matched to their ability levels.

Trailblazers Pathway:

Formal	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A 2026-27 2028-29 2030 -31	Animal Kingdom  (inc Humans - changes) Non-fiction focus Explanation/ Expository writing Number and place value Jigsaw - Being me in my world	Let's celebrate  (Festivals) Poetry focus Descriptive writing Addition and subtraction Shape Jigsaw - Celebrating difference	People who help us  (People) Narrative Focus Reports/ recounts writing Length and height Money Jigsaw - Dreams and goals	Let it grow  (Life cycles) Non-fiction focus Narrative writing Mass and volume Position and direction Jigsaw - Healthy me	Traditional Tales  (Narrative texts) Descriptive writing Multiplication and division Fractions Jigsaw- Relationships	The seaside!  (Materials) Non-fiction focus Journals and letters Time Number and place value Jigsaw - Changing me
Year B 2027-28 2029 -30 2031 -32	Time Machine  (Scientists and inventors) Non-fiction focus Expository/ Instruction writing Number and place value Jigsaw - Being me in my world	Festivals of light  (Festivals) Narrative focus Narrative writing Addition and subtraction Shape Jigsaw - Celebrating difference	Lights camera action  (Photography) Narrative focus Descriptive writing Length and height Money Jigsaw - Dreams and goals	Living things and their habitats  (Habitats) Narrative focus Journals and letters writing Mass and volume Position and direction Jigsaw - Healthy me	Food glorious food!  (Food) Non-fiction focus Instruction writing Multiplication and division Fractions Jigsaw- Relationships	Under the sea  (Recycling, water) Poetry focus Persuasive writing Time Number and place value Jigsaw - Changing me

Blue - science Pink - Maths Yellow - English Green - PSHE/ RSHE Grey - Equals topic (overlap with science in some areas)

Adventurers Pathway

Semi-Formal	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A 2026-27 2028-29 2030 -31	Animal Kingdom  (inc Humans - changes) Jigsaw - Being me in my world	Let's celebrate  (Festivals) Jigsaw - Celebrating difference	People who help us  (People) Jigsaw - Dreams and goals	Let it grow  (Life cycles) Jigsaw - Healthy me	Traditional Tales  (English focus) Jigsaw- Relationships	The seaside!  (Materials) Jigsaw - Changing me
Year B 2027-28 2029 -30 2031 -32	Time Machine  (History, scientists and inventors) Jigsaw - Being me in my world	Festivals of light  (Festivals) Jigsaw - Celebrating difference	Lights camera action  (Photography) Jigsaw - Dreams and goals	Living things and their habitats  (Habitats) Jigsaw - Healthy me	Food glorious food!  (Food) Jigsaw- Relationships	Under the sea  (Recycling, water) Jigsaw - Changing me

Blue - science
 Pink - Maths
 Yellow - English
 Green - PSHE/ RE
 Grey - Equals topic (overlap with science in some areas)

Explorers Pathway

Informal	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A 2026-27 2028-29 2030 -31	Animal Kingdom  (inc Humans - changes) Jigsaw - Being me in my world	Let's celebrate  (Festivals) Jigsaw - Celebrating difference	People who help us  (People) Jigsaw - Dreams and goals	Let it grow  (Life cycles) Jigsaw - Healthy me	Traditional Tales  (English focus) Jigsaw- Relationships	The seaside!  (Materials) Jigsaw - Changing me
Year B 2027-28 2029 -30 2031 -32	Time Machine  (History, scientists and inventors) Jigsaw - Being me in my world	Festivals of light  (Festivals) Jigsaw - Celebrating difference	Lights camera action  (Photography) Jigsaw - Dreams and goals	Living things and their habitats  (Habitats) Jigsaw - Healthy me	Food glorious food!  (Food) Jigsaw- Relationships	Under the sea  (Recycling, water) Jigsaw - Changing me

Blue - science Pink - Maths Yellow - English Green - PSHE/ RE Grey - Equals topic (overlap with science in some areas)

For all pathways, festivals, seasons and weather are taught throughout the year taking the opportunities when they arise for all young people.

PSHE/RSHE curriculum

At our school, Personal, Social, Health and Economic (PSHE) education is delivered through the **Jigsaw: The Mindful Approach to PSHE** programme, which provides a structured, progressive and inclusive curriculum for pupils aged 3–16. Jigsaw adopts a whole-school approach, supporting pupils' personal development, emotional wellbeing, social understanding and preparation for adulthood.

The programme fully meets statutory requirements for **Relationships, Sex and Health Education (RSHE)** and makes a significant contribution to **Spiritual, Moral, Social and Cultural (SMSC) development, British Values, equality, safeguarding** and the promotion of positive mental health.

Jigsaw is organised into six half-termly units, known as *Puzzles*: **Being Me in My World; Celebrating Difference; Dreams and Goals; Healthy Me; Relationships; and Changing Me**. These themes are revisited throughout the year in a spiral curriculum, allowing learning to be reinforced, developed and adapted to meet the changing needs and abilities of pupils.

A key feature of the programme is its focus on **mindfulness**, to support self-regulation, emotional literacy and mental wellbeing. The curriculum is delivered within a safe and supportive environment, enabling pupils to express their thoughts, feelings and experiences with confidence.

The programme includes clear progression and assessment opportunities, with age-related attainment descriptors that support differentiation and ensure learning is accessible for all pupils. Resources and teaching approaches are adapted where necessary to meet the diverse learning needs of pupils within our SEND setting, ensuring that all learners can engage meaningfully with the curriculum and develop the knowledge, skills and understanding needed to thrive in school and beyond.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me

Our Curriculum Subjects

English

Young people develop their English skills through daily repetition, working in small groups and individually. The core skills of reading, writing and speaking & listening are taught together through personal interest led activities. There is a strong focus on using these skills to become an effective communicator as this is the core of everything, we do as human beings.

Phonics, where appropriate, and reading are developed through using a range of methods to teach blending, segmenting and whole word reading. These are based around Twinkl Phonics, games-based approaches such as Trugs cards and Colourful Semantics to support sentence structure. Our Speech and Language Therapist works closely with the teaching team to support the development of effective English teaching to meet all young people's needs.



Each class has a story sack, to support reading for pleasure. This is based upon the pathway each young person is following and contains a variety of genres and reading material. We also celebrate 'Let's share a story' as a whole school, utilising the endless cross-curricular opportunities one book can provide within the style of a story sack for each class.



Mathematics

Our Maths curriculum focuses on developing the key skills needed at each stage or 'block' before progressing to the next skill. This creates a strong foundation of understanding to build on as they progress to the next block. These skills are taught daily, through direct lessons, play or games and routine functional activities. This ensures number, shape space and measure, using and applying and money are taught throughout our lessons. We use a variety of teaching methods to engage the young people including real world experiences, such as cooking, tangible resources, including the Numicon intervention scheme and interactive apps.



Vocational Based Learning

A core belief of our education at Pegasus is that learning should also take place outside of the classroom.

All young people are taught English and Maths across a range of vocational based learning environments. Skills learnt in the classroom are generalised into functional learning activities, taught weekly in the farm, on the allotment, in the café and through visits to the community.

The Farm

The care for our goats, sheep, chickens and quails also align with our Forest School SPICES principals to provide meaningful, motivational opportunities for all to develop interactive opportunities to develop problem solving skills alongside their social communication and emotional regulation. Interactions with animals offers a calm, non-judgemental environment that can reduce anxiety and support engagement enabling our young people to practice communication, build relationships and develop empathy. Staff model and support communication and adapt the environment to each young person. Teaching staff integrate English and maths skills into the activities to give context and practical application to their knowledge.



Our Allotment

Using our raised beds and polytunnel, we provide the opportunity to develop horticulture all year round at our allotment. This rich multi- sensory experience allows our young people to develop independence and life skills by taking responsibility and following the daily routine and schedules needed to grow seasonal vegetables and plants. This increases work related skills and builds a sense of achievement. The calm environment offers an alternative to the classroom for problem solving skills, understanding cause and effect, working with others and fine and gross motor skills development.



The Friendship Café

Each day a class will plan and prepare to serve snack items in our Friendship Café. Here they can practice designing healthy snacks, serving their customers from other classes and practicing their food hygiene skills. Visiting the café develops social and communication skills, and a place to relax outside of the classroom environment.



Independence

Our goal is that all our young people leave us with the utmost level of independence. We nurture an early focus on the skills needed for adulthood and start as soon as possible. These are tailored to the interests and needs of everyone, to offer them the most exciting future imaginable. We set the highest expectations so that young people are taught to be as independent as possible in areas including shopping, cooking, travel, and dressing. This

contributes to raising their self-esteem as they become a valued member of the local community.



Physical Wellbeing

We encourage positive attitudes towards their physical health throughout the week. We are set in the National Forest, with access from our back gate straight into woodland walks, as well as being close to local towns to access leisure centre facilities such as cycling clubs, swimming, and gymnasiums. We also encourage healthy eating habits through cooking lessons and planning their meals. We aim to create positive, healthy lifelong habits.



Play and Leisure

We love creating opportunities to develop social skills and turn taking, working towards sharing activities and playing together. Through this comes introducing a wide range of activities to provide the experience and develop the language so they can go on to advocate for themselves how to positively spend their free time.



Enrichment Activities – Art and Music

We use a local artist and musician to deliver creative art experiences each week. This takes place either in the classrooms, outside or in our specialist art room, and provides weekly lessons in a group or 1:1 on a range of instruments of their choice.



Enrichment Activities - Forest school

Each class has the minimum of one weekly session with our qualified Forest School instructor. During these sessions our instructor creates a young person centred, problem based, integrated, community based, elective and systematic environment, following the principles of SPICES. Forest school provides the opportunity to participate in shared activities such as den building, campfires and exploration of the environment. This will allow communication at the young person's own pace, providing a low demand social interaction. Working at the young person's pace allows gradual interactions which further develops their confidence in communication, aiming for progression in turn taking, peer interaction and increased communication.

Away from the classroom environment in the setting of our woods, allows our young people to feel the calming, self-regulating effects of forest school. The use of the hammocks amongst the rustling leaves or the choice of activities within the sensory tent promote opportunities for sensory feedback and movement. Forest school equips the young people with regulation tools, which increases participation.

Each session is young person led, focusing on the interests of each individual. Forest school is adaptable and flexible within the session to accommodate their needs and to ensure they leave fulfilled. The sessions can also help to achieve EHCP targets by generalising a specific skill beyond the classroom and support learning in a practical way.

Play during forest school sessions is equally as important as this works alongside our aims to develop skills and independence naturally. Imaginative play oozes from staff and young people during forest school and the opportunities are endless with the natural resources that are available including a mud kitchen and sand pit. Young people develop their problem solving during risky play and have access to tools, equipment and tree climbing. Forest school is a physical activity and will develop the young person's motor skills from threading twine to make stars to sawing logs for the fire.



Therapies supporting the curriculum

Pegasus can provide direct access to a range of therapies on site as required.

This includes:

- Speech and Language Therapy
- Occupational Therapy
- Clinical Psychology
- Clinical Psychiatry
- Reflexology
- Rebound Therapy

Development of their communication and self-regulation of their sensory needs are prioritised throughout the school day. We use our Sensory Integration room, a light room and a soft playroom, alongside extensive outdoor grounds and play equipment and local walks to support regulating their sensory needs and we utilise a range of Augmentative and Alternative Communication aids (AAC) to support communication development, including a range of different iPad apps and communication books.



Assessment, Recording and Reporting

Assessment on Entry

On arrival to Pegasus, referring Local Authorities are requested to provide all available assessment data before a young person starts, although it is acknowledged that this may be inaccurate or not available for a variety of reasons.

Transition targets will be set for the initial first term, using their EHCP targets areas where appropriate. Within approx. 6 weeks the teacher will complete baseline assessments and the behaviour team, the Speech and Language Therapist and the Occupational Therapist, alongside the Residential team where relevant, will also all complete their assessments and plans to feed into the EHCP targets.

Academic baselines set using the assessment database called BSquared, and focusses on English, maths and PSHE/RSE. This is used to ensure they are following the correct curriculum pathway.

- For key stage 2, this will be using either the Engagement Steps or Progression Steps
- For key stage 3,4 and 5, this will be using Steps for life.

View

↑↓

▼

▼

☐ Use Baseline Date: 25 Feb 2024

Today

Add Achievement

Word Reading

Says a single sound for 10+ graphemes (PKSS)



Reads words by blending sounds with known graphemes, with help from a member of staff (PKSS)



Reads words or symbols in the environment, e.g. symbols for ladies, gents, disabled toilet



Identifies the letters of the alphabet by their sound



Correctly relates a sound to a letter when given a choice of three



Matches short words with distinct shape



Immediately turns a book the right way up



Moves finger along text from left to right



Moves from top to bottom of a page



Points to text when 'reading'



Progresses through a book from front to back



Finds letters from their name that have been written in a book



Identifies letters in their forename



Relates letters in own name to print in the environment



Comprehension

Re-enacts simple stories



Brings a favourite book to be read



Holds the book while sharing it



Looks at the left-hand page first



Default

Pegasus School

**15% of
Step 2**

0.0%

English
Reading

**28% of
Step 2**

0.0%

English
Writing

**47% of
Step 2**

0.0%

English
Spoken Language

**17% of
Step 2**

0.0%

English Appendices
Spelling

**41% of
Step 2**

0.0%

English Appendices
Vocabulary, Grammar &
Punctuation

**0% of
Step 4**

0.0%

Mathematics
Number

**62% of
Step 1**

0.0%

Mathematics
Measurement & Geometry

**60% of
Step 2**

0.0%

Mathematics
Statistics & Probability

**14% of
Step 2**

0.0%

PSHE (secondary)
Citizenship

**47% of
Step 1**

0.0%

PSHE (secondary)
Physical Health & Mental
Wellbeing

**23% of
Step 2**

0.0%

PSHE (secondary)
Relationships & Sex
Education

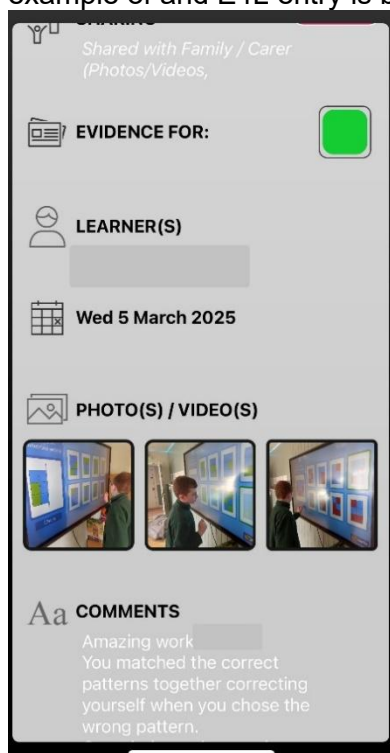
EHCP transition targets set, tracked and shared on E4L app:

Items	Prompting	Fluency	Maintenance	Generalisation	Evidence Count
Cognition and Learning					51
Aut 2024-25: I can tolerate playing alongside one or more of my peers during a group activity.					13
Aut 2024-25: I can engage in adult led activities with one person or more.					40
Communication and Interaction					2
Aut 2024-25: I can follow pictures to transition from one area to another.					2
Social, Emotional and Mental Health					3
Aut 2024-25: I can recognise the emotion I am feeling and communicate how I am feeling using pictures.					3
Physical and/or Sensory					33
Aut 2024-25: I can be aware of my surroundings so I can navigate around the learning space.					33

Assessment Process at Pegasus

Pegasus follows a moderation/assessment cycle (see appendices below). Moderation at key points in the year enables the teachers to develop a shared understanding of the attainment level criteria across all areas and subjects of the curriculum.

We ensure that as far as possible young people, parents and carers are involved in the process of assessment, and that we share evidence of progress towards EHCP targets using the evidence for learning app both daily, and in preparation for upcoming meetings. An example of an E4L entry is below:



Teachers use a different colour code to measure the **level on engagement**, and this is recorded on the **implementation page**:

- Green – engaged
- Yellow – Partial engagement
- Blue – Disengaged

In books, teachers will use a green pen to tick correct answers, or dot those that need more help, and will record (I) for independent work, or (H) for work completed with help. This can then contribute to informing their judgements when coding their planning documents.

Summative Assessment

We use summative assessment termly in the following methods:

1. against the EHCP outcomes during RAP meetings (Review of Assessment and Progress).
2. We use assessment of the formal subjects of English Maths and PSHE on BSquared.
3. Our ASDAN courses are accredited, and progress is moderated termly in line with the ASDAN policy.

We share assessments with stakeholders during annual EHCP reviews, termly PEP meetings/parents meeting, and 6 monthly LAC/CIN reviews if appropriate.

Parents are invited to spend a day in class with us before their young person's EHCP review, or more frequently if they wish. They also receive an annual end of year report relevant to the curriculum pathway they are following.

We are an accredited centre to run ASDAN courses – please see the ASDAN policy for further details. By the end of Key Stage 5, all young people will leave with an accredited portfolio of all the units of their work to share when they transition to their next placement.



Personal Progress Unit

Getting On With Other People

Pegasus School
Centre Number 13360

Academic Year 2023-2024

Getting on with other people

1.2 Communicate with others



■ is able to sit in a group and one on one setting. He can listen to what is being asked of him and offers simple yes or answers as well as one-word responses.



■ has regular group music sessions with his peers. He communicates by listening to the beat the teacher wants them to play and he copies that beat. He can do this in group or single person sessions.



When ■ is fully calm, he communicates his feelings through laughter. If he is happy about how the lesson is going, he will show he is happy whilst completing tasks.



■ will show his willingness to transition offsite by linking arms and accepting the presence of others. That is his way of showing he is happy to be there and that he is happy to complete the task

CPD

Staff undertake a two-week induction as they commence employment, and a range of CPD is offered as determined through their subsequent coaching sessions and the needs of the school. Mandatory training is delivered online through Virtual College. We deliver training in-house through use of our own professionals, bought-in trainers on specific areas, or from our wider group of schools. Training can be during sessions or 'on-the-job'.

References:	
Equals Curriculum	EQUALS
PSHE curriculum	PSHE education for pupils with SEND (pshe-association.org.uk)
ASDAN (portfolios/accreditation)	Jigsaw ASDAN Website SEND Provision
BSquared (English/Maths/PSHE Assessment)	Simplify Pupil Tracking with B Squared Assessment Software
MAPP (EHCP outcome assessment)	MAPP – Semi-formal – Mapping and Assessing Personal Progress EQUALS

Appendices

Assessment Cycle

Area	Method	Frequency	Moderation
English, Maths and PSHE (inc RSE)	KS2: BSquared – Progression steps	Baselined within 6 weeks and then termly: December, March, July	English: December Maths: March PSHE: July
	KS3/4/5: BSquared – Steps4Life		
Preparation for Adulthood	KS4/5: ASDAN Personal Progress Diploma (PP) (up to entry level 1)	Portfolio created over 3 years, internally moderated termly.	Annual internal and external moderation
		Accredited Portfolio created over 3-5 years, internally moderated termly.	Annual internal and external moderation
EHCP outcomes	MAPP targets (Measuring and Assessing Pupil Progress)	3 times a year: October, February, May.	RAP reviews (Review of Assessment and Progress)

Assessment sub areas within BSquared:		
Engagement steps: <u>Communication</u> <ul style="list-style-type: none"> • Attention skills • Communicating preference and choice • Interaction <u>Functional Movement</u> <ul style="list-style-type: none"> • Gross motor skills • Fine motor skills <u>Making Connections</u> <ul style="list-style-type: none"> • Cognitive <u>Self and Emotions</u> <ul style="list-style-type: none"> • Awareness • Regulation <u>Sensory</u> <ul style="list-style-type: none"> • Sensory 	Progression steps: <u>English</u> <ul style="list-style-type: none"> • Reading • Writing • Spoken Language <u>English appendices</u> <ul style="list-style-type: none"> • Spelling Vocabulary and Grammar <u>Maths</u> <ul style="list-style-type: none"> • Number • Measurement and geometry • Statistics and probability <u>PSHE (primary or secondary on age)</u> <ul style="list-style-type: none"> • Citizenship • Physical health and mental wellbeing • Relationships education (Primary) Relationships and sex education (secondary)	Steps for life: <u>English</u> <ul style="list-style-type: none"> • Reading • Writing • Speaking and communicating • Reading and spelling appendix <u>Maths</u> <ul style="list-style-type: none"> • Using numbers and the number system • Using common measures, shape and space • Handling information and data <u>Personal and social development</u> <ul style="list-style-type: none"> • Citizenship • Physical health and mental wellbeing • Relationships and sex education (secondary)

Entry 1 qualifications in Personal Progress: Units and credit values 2020 specification

Employment

ASDAN unit ref	Unit title	Credit rating
DCS	Developing communication skills	3
DIS	Developing ICT skills	4
DLS	Developing learning skills: learning to learn	5
DRS	Developing reading skills	3
DWS	Developing writing skills	3
DWFI	Developing skills for the workplace: following instructions	2
DWTD	Developing skills for the workplace: getting things done	4
DWCP	Developing skills for the workplace: growing and caring for plants	2
DWHS	Developing skills for the workplace: health and safety	2
DWCA	Developing skills for the workplace: looking after and caring for animals	2
DWLA	Developing skills for the workplace: looking and acting the part	2
EMNS	Early mathematics: developing number skills	2
EMM	Early mathematics: measure	2
EMP	Early mathematics: position	2
EMSO	Early mathematics: sequencing and sorting	3
EMSH	Early mathematics: shape	2
EWEW	Engaging with the world of work: exploring work*	3
EWSP	Engaging with the world around you: sequence and pattern*	3
EWWE	Engaging with the world of work: work experience*	3
MEP	Participating in a mini-enterprise project	4

Independent living

ASDAN unit ref	Unit title	Credit rating
ILHS	Developing independent living skills: having your say	3
ILKS	Developing independent living skills: keeping safe	2
ILOE	Developing independent living skills: looking after your own environment	2
DPS	Dealing with problems	4
ESDU	Engaging with self-help and independence skills: dressing or undressing*	3
ESED	Engaging with self-help and independence skills: eating or drinking*	3
PFE	Planning and preparing food for an event	3
PDS	Preparing drinks and snacks	3
TRE	Recognising time through regular events	3
DRA	Taking part in daily routine activities	3
UMF	Understanding what money is used for	3

Good health

ASDAN unit ref	Unit title	Credit rating
CPSA	Developing community participation skills: participating in sporting activities	3
ILBH	Developing independent living skills: being healthy	2
ILPC	Developing independent living skills: personal care	2
ILPP	Developing independent living skills: personal presentation	2
DSA	Developing self-awareness: all about me	3
EECR	Encountering experiences: creativity*	3
NCA	Engaging in new creative activities	3
LHS	Using local health services	2

Community inclusion

ASDAN unit ref	Unit title	Credit rating
CPCE	Developing community participation skills: caring for the environment	3
CPOA	Developing community participation skills: getting out and about	5
CPPE	Developing community participation skills: personal enrichment	2
EEPT	Encountering experiences: being a part of things*	3
EWCE	Engaging with the world around you: centre and community based events*	4
EWDP	Engaging with the world around you: developing a profile*	3
EWSS	Engaging with the world around you: sensory story*	3
EWOB	Engaging with the world around you: objects*	4
EWPF	Engaging with the world around you: people and friendships*	4
EWTE	Engaging with the world around you: technology*	4
EWNE	Engaging with the world around you: the natural environment*	3
EWTH	Engaging with the world around you: therapies*	2
GOP	Getting on with other people	4
RAQ	Making requests and asking questions in familiar situations	2
PPI	Providing personal information	2
RAR	Rights and responsibilities: everybody matters	3
CGP	Travel within the community: going places	3
CPT	Using a community facility over a period of time	3
ISPR	Using inter-personal skills to contribute to positive relationships	2

Personal and Social Development qualifications: Entry 1–Level 2 units with credit ratings

Entry 1		Entry 2		Entry 3		Level 1		Level 2	
Community action (CAE1)	2	Community action (CAE2)	2	Community action (CAE3)	2	Community action (CA1)	2	Community action (CA2)	2
Healthy living (HLE1)	2	Healthy living (HLE2)	2	Healthy living (HLE3)	2	Healthy living (HL1)	2	Healthy living (HL2)	3
Preparation for work (PWE1)	2	Preparation for work (PWE2)	2	Preparation for work (PWE3)	2	Preparation for work (PW1)	2	Preparation for work (PW2)	2
Managing own money (MME1)	2	Managing own money (MME2)	2	Managing own money (MME3)	2	Managing own money (MOM1)	2	Managing own money (MOM2)	2
Parenting awareness (PAE1)	2	Parenting awareness (PAE2)	2	Parenting awareness (PAE3)	2	Parenting awareness (PA1)	2	Parenting awareness (PA2)	3
Making the most of leisure time (LTE1)	2	Making the most of leisure time (LTE2)	2	Making the most of leisure time (LTE3)	2	Making the most of leisure time (MLT1)	2	Making the most of leisure time (MLT2)	2
Environmental awareness (EAE1)	2	Environmental awareness (EAE2)	2	Environmental awareness (EAE3)	2	Environmental awareness (EA1)	2	Environmental awareness (EA2)	2
Using technology in the home and community (UTE1)	2	Using technology in the home and community (UTE2)	2	Using technology in the home and community (UTE3)	2	Food safety in the home and community (FSC1)	2	Food safety in the home and community (FSC2)	2
Personal safety in the home and community (PSE1)	2	Personal safety in the home and community (PSE2)	2	Personal safety in the home and community (PSE3)	2	Healthy eating (HE1)	2	Healthy eating (HE2)	2
		Working towards goals (TGE2)	2	Working towards goals (TGE3)	2	Your money in the future (YMF1)	2	Your money in the future (YMF2)	2
		Dealing with problems in daily life (DLE2)	2	Dealing with problems in daily life (DLE3)	2	Identity and cultural diversity (ICD1)	2	Identity and cultural diversity (ICD2)	2
		Working as part of a group (WGE2)	2	Working as part of a group (WGE3)	2				
		Developing self (DSE2)	2	Developing self (DSE3)	2				
		Managing social relationships (SRE2)	1	Managing social relationships (SRE3)	2	Managing social relationships (MSR1)	2	Managing social relationships (MSR2)	2
		Individual rights and responsibilities (RRE2)	1	Individual rights and responsibilities (RRE3)	1	Individual rights and responsibilities (IRR1)	1	Individual rights and responsibilities (IRR2)	1

- To achieve an Award in PSD at Entry 1, 2 or 3, a minimum of **6 credits** are required
- To achieve an Award in PSD at Levels 1 or 2, a minimum of **8 credits** are required
- To achieve a Certificate in PSD at Entry 1, 2 or 3 and Levels 1 or 2, a minimum of **13 credits** are required

NC LEVELS (FOR COMPARISON)		Pre-Key Stage Standards	Development Matters	Primary Curriculum	Engagement Steps	Progression Steps & Preparing for Adulthood	Steps 4 Life				
NC 7		THIS CONTENT IS FREE TO USE WITHIN CONNECTING STEPS AND EVISENSE (YOU MUST PURCHASE THE CORRECT NUMBER OF STUDENT LICENCES)				Progression Step 10	Level 2				
NC 6									Progression Step 9		
NC 5											Progression Step 8
NC 4		Year 6	Level 1								
NC 3		Year 5									
NC 3		Year 4	Entry 3								
NC 2		Year 3									
NC 2a		Year 2	Entry 2								
NC 2b		Standard 6									
NC 2c		Standard 5	Early Learning Goals	Year 1			Progression Step 6				
NC 1		Standard 4					Progression Step 5				Entry 1
NC 1a		Standard 3					Progression Step 4				
NC 1b		Standard 2	Children in Reception		Progression Step 3		Step 7				
NC 1c		Standard 1			Progression Step 2						
P8		Standard 3			Three- and Four-Year Olds			Step 6			
P7		Standard 2	Birth to Three Years	Engagement Step 6							
P6		Standard 1		Engagement Step 5	Step 5						
P5				Engagement Step 4							
P4				Engagement Step 3	Step 4						
P3(ii)				Engagement Step 2							
P3(i)				Engagement Step 1	Step 3						
P2(ii)								Step 2			
P2(i)					Step 1						
P1(ii)											
P1(i)											

Relationship and Sex Education – further information

Our statutory obligations are set out in legislation and specifically in the Education (Independent School Standards) Regulations 2014 [The Education \(Independent School Standards\) Regulations 2014 \(legislation.gov.uk\)](#) as amended by [The Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019 \(legislation.gov.uk\)](#). To interpret this to meet our young people's needs, we use the EQUALS scheme of work for specific relationship and sex education. The teaching of this topic is very different to teaching it to neurotypically developing learners.

The Sex Education Forum (SEF) argues that relationships and sex education should be an integral part of lifelong learning, an entitlement for all; those who are heterosexual, lesbian, gay or bisexual; those with physical, learning or emotional difficulties; those with a religious or faith tradition, and provided within an holistic context of emotional and social development.

This scheme of work is also based on the belief that people with severe learning difficulties have the inalienable rights to

- be a sexual being
- grow up and achieve adult status
- form and break relationships
- acquire knowledge about sexuality and social behaviour such as they are able to assimilate
- privacy and dignity
- make informed sexual choices
- have opportunities to love and be loved and enjoy as full a range of satisfying human relationships as possible
- legal protection (including protection against exploitation).

The school will draw upon the framework and resources set out by the DfE's 2019 guidance which is compulsory from September 2020 as follows:

- [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](#)

We use the Equals Semi-Formal Curriculum SoW for RSE as guidance to all stakeholders, including parents and carers, to ensure it taught holistically, using repetition as and when needed, and is appropriate to the individual learners age and developmental level.

We have a specialist SRE teacher who supports teachers with the delivery of this sensitive topic, and parents/carers are offered copies of the planning and resources in advance. This topic is often taught 'in tandem' with home and parents/carers offered support and resources to encourage appropriate behaviour outside of school too.

Parental right to withdraw from sex education

Parents have the right to request that their young person be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the Head Teacher to discuss the request with parents and, as appropriate, with the young person to ensure that their wishes are understood and to clarify the nature and

purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

Prior to this occurring, the Head Teacher, or member of the SLT will discuss with parents/guardians the benefits of receiving this important education and any detrimental effects that withdrawal might have on the young person. This could include any social and emotional effects of being excluded, as well as the likelihood of the young person hearing their peers' version of what was said in the classes, rather than what was directly said by the Teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their young person at home instead).

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the young person, up to and until three terms before the child turns 16.

After that point, if the young person wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the young person with sex education during one of those terms.

Whilst this process is the same for young people with SEND, the school will typically raise this withdrawal as part of the EHCP.

The Head Teacher or member of SLT will automatically grant a request to withdraw a young person from any sex education delivered in primary schools, other than as part of the curriculum.

If a young person is excused from sex education, it is the school's responsibility to ensure that the young person receives appropriate, purposeful education during the period of withdrawal.

Consent forms will be retained by the school.

There is no right to withdraw from Relationships Education or Health Education

The RSE scheme of work is made up of six sections:

Knowing my body (Masturbation is only taught when needed)	<ul style="list-style-type: none"> • Body parts • Their functions - what the parts do • Age differences • Gender differences • My clothes – on top and underneath • Menstruation • The physical manifestations of a sexual state • Masturbation • Hygiene.
Knowing me	<ul style="list-style-type: none"> • What I like and what I don't like • Who I like and who I don't like • What I am able to do and what I find difficult • Trusting somebody – who can I trust? • Me, you and us • Developing a positive image and high self-esteem.
Private and public	<ul style="list-style-type: none"> • Where on my body is private? • Where on my body is not private? • Where can I be by myself? • Where can I go to be private? • Where can I spend time with other people? • My room.
Touching and allowing others to touch me	<ul style="list-style-type: none"> • Where on the body can I touch another person appropriately? • Gaining permission to touch • Where is it inappropriate to touch? • Resisting pressure and saying 'no' • Saying 'yes'? • Making choices.
Forming relationships (only for learners indicating they wish to have a relationship with others, whether this is sexual or not)	<ul style="list-style-type: none"> • What does a relationship mean? • Liking somebody and loving somebody • Dating • Having a girlfriend/boyfriend • Same sex relationships • Compliments
Sexual intimacy with another person (only taught if a learner who is or likely to become sexual)	<ul style="list-style-type: none"> • The sexual act • The recognition that tenderness, care and empathy are key components of any sexual act with another • Safe sex • The possible consequences of unsafe sex.

This policy should be read in with the following:

Prospectus
CIAG policy
ASDAN policy
SMSC and FBV policy
Positive Behaviour Support policy
Admissions
Attendance policy
Alternative Provision policy
Suspension and exclusion policy
Safeguarding policy
Antibullying
Extremism
Online safety
Private fostering
H&S
First aid
Risk assessments
Safe touch