

Stranger Danger



Personal Hygiene



Friendships



Appropriate greetings
and touch



What do we teach?

Families



Puberty & Reproduction



Consent



Body parts



Public and Private



Why do we teach Personal Care and Relationships Education?

- ◇ It helps keep our children safe
- ◇ It helps our children to know what is/isn't appropriate
- ◇ It is our job to help prepare our children for their adult lives e.g. knowing how to keep themselves clean.
- ◇ We want to support our parents and carers to be confident and comfortable discussing these issues with their children.
- ◇ Lisburne children will experience all of the same hormonal changes as neuro-typical children.



Stranger Danger

Who are strangers and who are safe strangers? We teach our children about the different people who can help them in the community (people with badges) and those who we do not know. We support our children to know it is ok to acknowledge strangers through appropriate greetings and gestures. We explore stranger danger through real life experiences in the community and through circle time discussions.



Friendships & Family relationships



Relationships with friends and families act as a vital part in our PCRE education as we support our children to understand how we feel about different people in our lives. We discuss themes such as love & friendships as well as learn about healthy relationships. What things do our friends do that we like/dislike? How are our families similar and different? What makes my family unique?

Appropriate touch and greetings



With many of our children finding personal space challenging to understand, learning about appropriate touch and greetings is vital in supporting our children to keep themselves safe. Some of our children learn about appropriate touch through circle times whereas others learn through practical activities 'in the moment!'

Consent

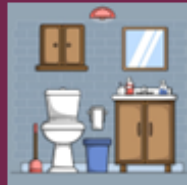
We want to empower our children to give permission/reject touch that they like/dislike and support them to understand touch that is appropriate and inappropriate in order to keep them safe. Within our PCRE topic, we look at touch our children like through story massage, TACPAC as well as positive and negative forms of touch e.g. hitting, scratching, shaking hands etc. Our children have the rights to give permission!



Public and Private

It is important our children learn about the following in relation to privacy....

- Public and private body parts (Penis, Vagina, Mouth, Bottom, Nipples)
- Public and private clothing (underwear, bra, vest, crop top)
- Public and private places (changing rooms, bedroom, bathroom)
- Activities we do in public/private (bath, shower, use the toilet, undress)



Our Body Parts and Personal hygiene

Through the activities below, we explore our body parts and how to keep them clean.

- Bathing a baby. Labelling the body parts and finding equipment to wash hair & body.
- Going to shops and choosing toiletries we may like for our hair, teeth, bodies.
- Labelling our body parts/matching symbols. Finding our body parts through singing different songs.



Puberty

Through reading a range of stories/social stories, we support our children to understand the changes to their bodies during puberty. We use our 'teenage dolls' to support our children to explore their bodily changes and how these may impact them e.g. girls may need to wear crop tops and bras.

WHAT'S HAPPENING TO ELLIE?

A book about puberty for girls and young women with autism and related conditions



Kate E. Reynolds illustrated by Jonathan Powell

WHAT'S HAPPENING TO TOM?

A book about puberty for boys and young men with autism and related conditions



Kate E. Reynolds illustrated by Jonathan Powell

Human Life cycles & Reproduction

Depending on the individuals level & understanding, we follow the pupil voice and questions led by the children to answer questions about human life cycles and reproduction. Some of our children become inquisitive about who they are and where they came from. We aim to...



- Follow the individuals questions.
- Answer any questions factually/scientifically.
- Support our children to feel listened to in a safe space.

How to support your child at home?

- ◆ Use the correct language when appropriate e.g. penis, vagina, breasts: Supports the children with knowing that this language is OK to use.
- ◆ Answer any questions your children have factually at an appropriate level
- ◆ Do not worry, if your child is not ready for the information, they will not absorb it.
- ◆ Talk to your children about the changes they are going to experience at an appropriate level.
- ◆ Any support you need with answering questions, PLEASE ask us in school and we will be able to give you support and advice or refer you to the right people.



Activities you could do to consolidate learning...

- ◆ Identifying male and female toilets when you are going to the toilet with your child.
- ◆ Explore safe places to get changed when at home or when in the community (e.g. swimming baths) Reinforce privacy before its too late!
- ◆ Practice appropriate greetings/touch with your friends and family. Allow your child to choose whether they want to hug/kiss family members.
- ◆ Allow your child choice in their personal hygiene. Go shopping for different products they may prefer.



How we will support you...

Please contact your child's FLC/Class teacher with any questions, worries or concerns. We recommend the use of social stories, visual timelines and symbols to support your child. Always ask and we will support!