



SoSafe! for healthy relationships at Oaklands School

What is SoSafe!?

SoSAFE! is a system designed to help children with SEND to be able to learn about keeping themselves safe, appropriate ways to act and accept support in different types of relationship, and what makes a positive healthy relationship. It uses a standardised framework of symbols, visual teaching tools and concepts and provides visual communication tools for reporting physical or sexual abuse so that young people can advocate for themselves. It is important to stress that SoSafe! is not a sex education tool.

SoSafe! provides a set of conceptual tools designed to promote social safety through:

1. The provision of a simplified and 'rule-governed' model of social reality
2. Teaching the type and degree of verbal and physical intimacy appropriate with different categories of people
3. Teaching strategies for moving into intimate relationships in a safe and measured manner
4. Providing visual communication tools for reporting physical or sexual abuse
5. Facilitating and maintaining support networks

At Oaklands, we know that all of our children are vulnerable because of their special educational needs, in particular how they communicate and how they understand interaction with others and relationships. Through our teaching, including using SoSafe! Tools, we endeavour to build their understanding and awareness of how to keep themselves safe at all times.

This relates to all children's learning within the *Interaction and Social skills* elements of *CISS*, topics within our PSHE curriculum and the OPAL (Oaklands Pathways Assessment Ladders) for *Independence & Life Skills*.

How is SoSafe! taught?

SoSafe! is taught through a combination of discrete teaching and utilising teaching opportunities throughout the day. Units that are taught discretely are repeated throughout the week and key concepts are reinforced at opportune moments throughout the day e.g. going to the toilet, changing for PE/swimming. This builds a solid understanding of the core SoSafe! language, so that it becomes embedded. There are a range of engaging activities used including Lotto games, flash card activities, and Social Stories©.

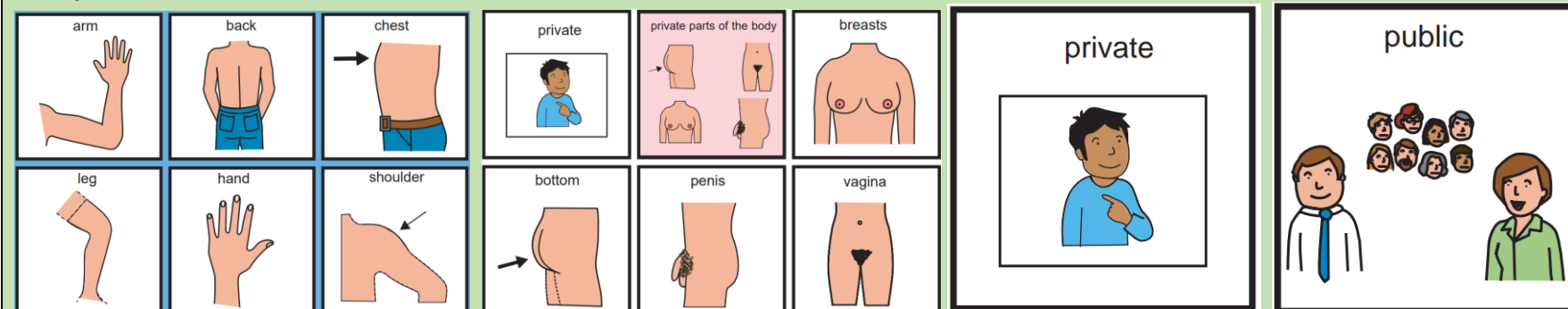
Learning in this curriculum is not arranged in the order of teaching; when planning for learning staff will choose appropriate learning for their pupils and decide on the appropriate order of learning.

SoSafe Concepts by stages:

*also see the I&LS Curriculum

Content, knowledge & skills	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Understanding private and public parts of the body	Exploring different parts of the body through role play, songs and TACPAC	Begin to learn parts of the body through role play, songs, TACPAC and discrete teaching. Lots of opportunities provided to develop skills	Able to identify some parts of the body on themselves and others using their preferred method of communication. Continuing to learn this through discrete teaching, including SoSafe! and when natural opportunities arise e.g. 'I accidentally got paint on my shoulder'	Able to identify most parts of the body on themselves and others and the concepts of public/ private and appropriate touch/ bodily contact , using a preferred method of communication. Continuing to learn through modelling e.g. 'my shoulder is hurt'	

Example resources:



Understanding private and public places and things	Adult labelling of public and private places verbally and with visuals to support in every day school contexts. E.g. Classroom is public, toilet is private	Beginning to show an awareness of public and private places through correcting behaviour, opportune moments using visuals to support this. E.g. Learning to change clothes and not get undressed in public places	Showing a good awareness of public and private places through questioning and observable behaviour. Parents/carers supported to help children generalise learning outside of school	Sound awareness of public and private places and able to identify these in a range of contexts, including outside of school, through experiences and support from parents/carers	
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Example resources:



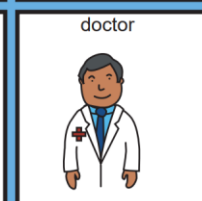
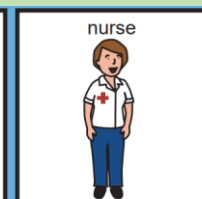
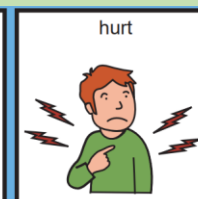
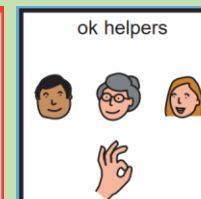
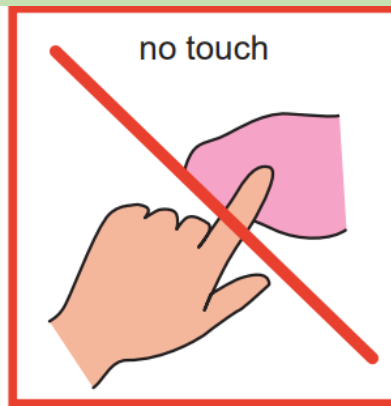
Understand the concepts 'help' and 'help a lot'	Tolerating help from trusted adults in a range of contexts, with vocabulary and visuals to support this	Beginning to show an understanding of when they need help and requesting this from trusted adults with support. Taught through modelling by adults and prompting in asking for help	Showing a good awareness of when they need help and are accepting of it, often requesting help through a preferred method of communication. Staff continuing to model and prompt as necessary	Sound understanding of what and how much help they need, able to articulate this. Taught through discrete teaching and generalising in opportune moments.	Able to generalise this understanding to contexts beyond school. Support for parents/carers to enable children to do this in other settings
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Example resources:



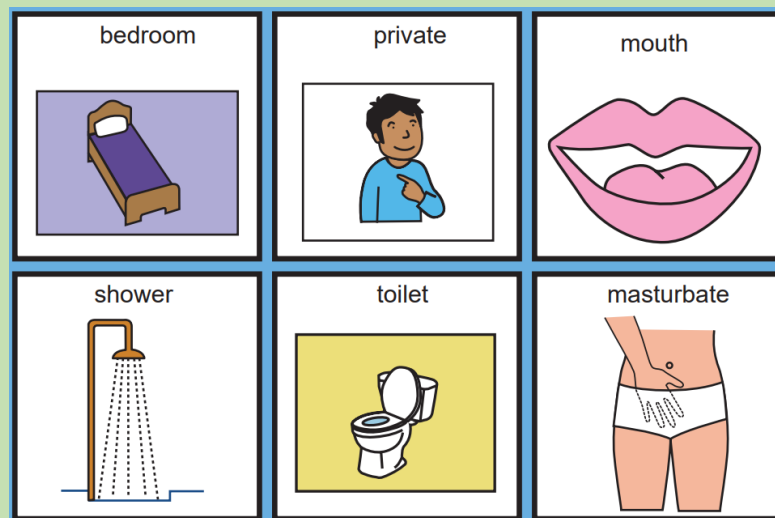
Understand the concept of 'private helper'	Tolerating help from trusted adults with their personal care	Beginning to show an understanding that only trusted adults help them with their personal care through adult labelling with visuals to support this	Showing a good understanding that only trusted adults help with their personal care . Able to request personal care and identify private helpers, taught through modelling and labelling at opportune moments	Sound understanding that only trusted adults support them with their personal care . Taught to refuse personal care from non-private helpers through discrete teaching and modelling from staff	Able to generalise this understanding to contexts beyond school . Support for parents/carers to enable children to do this in other settings
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Example resources:



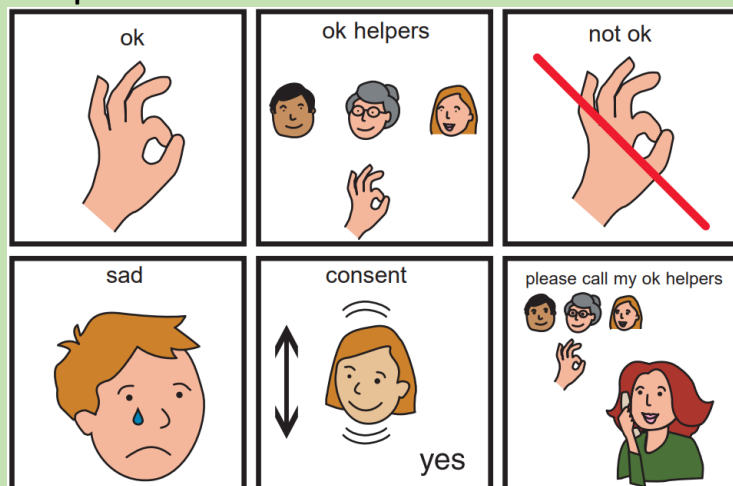
Understand when masturbation is in/appropriate *This learning is taught where necessary	Beginning to understand that masturbation is not appropriate in school. Taught through correcting behaviour through distracting and labelling	Developing understanding that masturbation is not appropriate in school. Taught through correcting behaviour through distracting and labelling	Good understanding that masturbation is not appropriate in school and able to behave appropriately. Taught through correcting behaviour and labelling.	Sound understanding of when masturbation is appropriate. Taught through discrete PSHE lessons	
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Example resources:



Understand the concept of consent	Beginning to understand the concept of consent through play activities with adults modelling answering ok/not ok and yes/no to requests related to these using visuals to support this	Developing understanding of the concept of consent through play activities with adults modelling answering ok/not ok and yes/no to requests related to these using visuals to support this and utilising opportune moments throughout the day. Children beginning to respond using a preferred method of communication.	Good understanding of the concept of consent and regularly making choices related to this using a preferred method of communication. Taught through modelling, utilising opportune moments throughout the day and discrete teaching where appropriate.	Sound understanding of the concept of consent and secure in making choices related to this using a preferred method of communication. Beginning to make choices in settings outside of school with parents/carers supported to help children achieve this.	Able to generalise this skill in a range of settings in and out of school. Taught through opportunities provided in different settings e.g. Educational visits and with parents/carers
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Example resources:



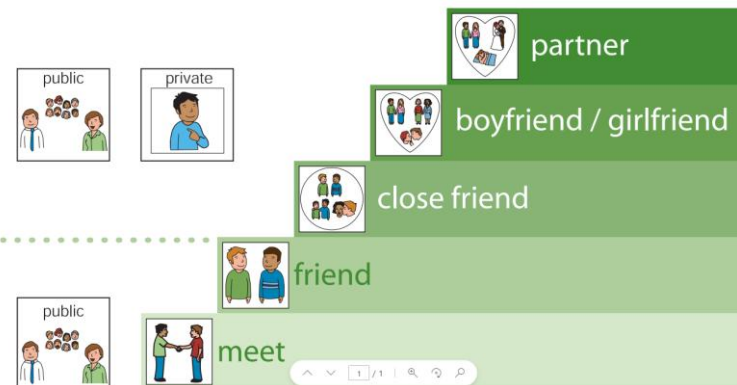
Awareness and understanding of different relationships and the behaviour expected in different types of relationships (Talk Touch Triangle, Steps to Relationships, People and Relationships book)	Become familiar with children and staff whom they work with through interaction and play	Begin to show more awareness of children and staff whom they work with through behaviour and reactions towards them. Begin to learn the dynamics of different relationships through modelling and staff explanations e.g. Ok Helper, private helper	Show a good awareness of familiar children and staff and the dynamics of familiar relationships, expressing choices about whom they want to interact with. Begin to expand and deepen this through discrete teaching of the SoSafe! scheme and when natural opportunities arise throughout the day	Excellent understanding of familiar relationships and can describe the dynamics of many relationships in the Steps to Relationships and People and Relationships book in the SoSafe! scheme. Expand their knowledge of this through discrete teaching of the So-Safe! scheme	Show understanding of a range of relationships and able to adapt their behaviour to different relationships accordingly, using a People and Relationships book to support this. Begin to apply this in different contexts outside of school with lots of opportunities to consolidate their learning and their People and Relationships book to support them
Example resources:					

TALK TOUCH TRIANGLE

	talk	shake	holding hands	like	hug	cheek kiss	private talk	cuddle	hold hands	sexy kiss	sexy kiss	sexy touch	intercourse
	talk	shake	holding hands	like	hug	cheek kiss	private talk	cuddle	hold hands	sexy kiss	sexy kiss	sexy touch	
	talk	shake	holding hands	like	hug	cheek kiss	private talk	cuddle	hold hands	family love			
	talk	shake	holding hands	like	hug	cheek kiss	private talk						
	talk	shake	holding hands	like	special hug	special cheek kiss	private talk						
	talk	shake	holding hands	like	special hug	special cheek kiss							
	talk	shake	holding hands	like									
	talk	shake	holding hands	like									
	talk	shake	holding hands	like									
	nothing												



Steps to Relationship™



family

talk	shake	holding hands	like	hug	cheek kiss	private talk
cuddle	hold hands	family love	sexy kiss	sexy touch	intercourse	

family

Examples of objectives covered by SoSafe! in each pathway:

Whilst learning is broken down into stages and not Pathway specific, below are the types of targets that would be typically taught in each Pathway.

Nurture Pathway	Willow Pathway	Elm Pathway	Cherry Pathway
• Learning basic body parts and beginning to identify them on themselves and others • Beginning to develop awareness of themselves and others • Beginning to learn and understand the words public and private • Understanding of the initial concepts of the <i>Talk Touch Triangle</i> (without the use of visuals if children are at a pre-symbolic stage) • Accepts help from familiar adults with personal care • Beginning to understand 'yes', 'no' and some boundaries • Anticipates familiar actions/activities in an exchange with an adult	• Knows basic body parts and able to identify them on themselves and others • Developed awareness of themselves and others • Beginning to recognise how to keep themselves safe in the school environment • Understanding of the words public and private • Understanding of the initial elements of the <i>Talk Touch Triangle</i> • Developing their awareness of the <i>Talk Touch Triangle</i> • Accepting help from familiar adults with personal care	• Matches clothing to body part • Highly developed awareness of themselves and others • Understanding how to keep themselves safe in school and on trips • Understanding of the words public and private • Understanding of the initial elements of the <i>Talk Touch Triangle</i>, aspiring to move up the triangle where appropriate • Beginning to use the <i>Steps to Relationships Book</i> where appropriate • Beginning to articulate when they are hurt using a preferred communication method • Attends to at least some of their toileting needs most of the time by themselves • Awareness of the boundaries set, and of behavioural expectations in the setting	• Attends to all toileting needs independently • Knows how to get help in an emergency • Maintains attention appropriately to other people in familiar setting • Follows clearly defined group rules • Differentiates between friendly and unfriendly behaviour in others • Recognises sign for public toilet (Male/female) • Maintains privacy in public toilets • Identifies potential 'safe' person to ask for help if needed • Is aware of potential 'stranger danger' and knows how to respond • Understanding of many elements of the <i>Talk Touch Triangle</i> • Using the <i>Steps To Relationships Book</i>

Key vocabulary and guidance for using language related to SoSafe!

Private parts, public parts, mouth, bottom, penis, vagina, breasts, consent, private helpers, pants, vests, underwear/swimwear, private places, public places, private things/actions, bath, shower, underwear, tampons, diaries, bathroom, toilet, changing room, bedroom, male, female.

N.B. it is important that factual language is used for body parts to ensure absolute clarity about what these parts are called, and the concepts of *public* and *private* and *consent*. Euphemisms for body parts can be confusing and not known by everyone, so a child saying 'my *button* was touched and I don't like it' may be misunderstood, but factual names will not be.

Where to find resources

All resources related to SoSafe!, including lesson PowerPoints and visuals, are located on SharePoint:

[Oaklands School - So Safe! - All Documents \(sharepoint.com\)](#)

Further support

We recognise these are difficult concepts to teach our children due to the complexity of their needs. Using principles from the SoSafe! program helps to give clarity in the messages for young people with SEND and for teaching staff and parents/carers to deliver them. If you have any questions about how to teach these concepts please speak to other teachers in your pathway or the I&LS Lead.