

## RSHE Policy 2025/26

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### Supporting Documents

- Relationships, Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers (July 2025)
- Behaviour and Anti-Bullying Policy
- Risk Assessment Policy
- Keeping Children Safe in Education 2025
- Working Together to Safeguard Children
- Independent School Standards (part 2 – SMSC development of pupils)
- SEND Code of Practice
- Education Inspection Framework (EIF)

### 1. Introduction and Aims

Effective from September 2020, Relationships Education became mandatory in primary schools, while Relationships and Sex Education (RSE) was introduced as a requirement in secondary schools. Health Education is now compulsory across all state-funded schools. This policy aligns with the updated Statutory Guidance issued by the Department for Education in July 2025 and details the school's approach to delivering RSHE in compliance with statutory obligations and tailored to the specific needs of its pupils.

The policy sets out clear procedures regarding curriculum content, delivery methods, parental involvement, accessibility, and equality. At the school, RSHE constitutes a vital part of the educational programme and is delivered collaboratively with parents and carers. The curriculum is designed to foster a safe environment for discussing sensitive issues, equipping pupils for the physical and emotional developments associated with puberty and promoting healthy sexual development. Furthermore, RSHE seeks to instil self-respect, confidence, empathy, and the capacity to establish and sustain healthy relationships. Pupils are provided with essential knowledge and practical skills to safeguard themselves and others, both offline and online, and are taught accurate terminology to describe their bodies and relationships, thereby enhancing effective communication.

This policy is informed by Part 2 of the Independent School Standards, which require schools to promote respect for others and prepare pupils for life in contemporary British society. RSHE is integral to this objective, supporting mutual respect, fostering

appreciation of diversity, and enabling pupils to participate constructively within society. Through the RSHE curriculum, pupils gain a robust understanding of their rights and responsibilities and are prepared to contribute positively as active, responsible citizens in a modern democracy.

## **2. Curriculum**

The RSHE curriculum has been modified to address the needs of all pupils, including those with SEN and health conditions. The programme is designed to build knowledge and understanding progressively from Key Stage 2 to Key Stage 5 (as applicable), introducing topics according to pupils' age, development, and readiness to learn. The curriculum aligns with the statutory content outlined in the July 2025 DfE guidance, covering topics such as:-

- consent and respect in relationships,
- online safety and digital literacy,
- puberty and menstrual health,
- reproductive health,
- mental health and emotional wellbeing,
- physical health and lifestyle choices,
- strategies for preventing abuse, harassment, exploitation, and unsafe behaviours.

A clear framework and approved resources are implemented throughout all settings to support consistency, while flexibility is maintained to adapt delivery to local circumstances and pupil needs. Teaching adheres to statutory requirements and is presented in an age-appropriate manner that considers pupil maturity and the school's values. Staff receive training to deliver content factually and respectfully, fostering open discussion and critical thinking.

Where necessary, specific topics may be delivered one-to-one to address individual needs.

Feedback from pupils and parents/carers informs RSHE provision, supporting the delivery of topics at appropriate times and helping pupils develop positive relationships and avoid potential harm.

## **3. Engagement with Parents/Carers and Pupils**

The school is committed to incorporating the perspectives of both parents and pupils in the development of the RSHE curriculum. Each year, we engage parents in a comprehensive review of the RSHE policy to ensure alignment with the community's values and needs. Parents receive advance notice each term regarding upcoming topics, allowing them to prepare their children and facilitate constructive discussions at home. Additionally, pupil feedback is solicited on a regular basis to help us maintain content that is relevant, engaging, and effective.

#### **4. Parents'/Carers' Right to Withdraw**

Parents and carers have the legal right to withdraw their child from the non-statutory components of sex education within the Relationships and Sex Education (RSE) curriculum, up to and including three terms before the child's 16th birthday. After this point, if the pupil requests to participate in sex education, the school will make appropriate arrangements for them to do so. Any withdrawal request must be submitted in writing to the Headteacher. The Headteacher will meet with the parent or carer, and, where appropriate, the pupil, to discuss the request, ensure full understanding, and outline the nature and objectives of the curriculum content. Should withdrawal be granted, the pupil will be provided with alternative, purposeful educational activities during the relevant lessons. Please note that there is no right to withdraw a pupil from Relationships Education or Health Education, as these are statutory requirements.

#### **5. Accessibility**

The RSHE programme is designed to be accessible to all pupils, including those with special educational needs (SEN). Lesson materials are modified as required through differentiated resources, alternative teaching methods, and personalised approaches to accommodate individual requirements. When external visitors participate in the programme, they are required to comply with safeguarding protocols and ensure their contributions are consistent with the curriculum framework.

It is recognised that some topics may be challenging for pupils who have direct experience of the subjects discussed or have experienced trauma. Staff consider the use of pre-teaching and the careful introduction of sensitive content as part of their approach to supporting pupil engagement. Collaboration with pastoral teams, the SENCO, DSL, and, when necessary, Keys Specialist Advisors and Clinical staff, is undertaken to provide appropriate support where required.

#### **6. Roles & Responsibilities**

**The Headteacher** holds overall responsibility for the delivery and review of the RSHE policy and for ensuring compliance with statutory requirements. The Headteacher will ensure communication with parent/carers is timely, appropriate and purposeful.

**Teaching staff** are responsible for delivering RSHE lessons in a sensitive and inclusive manner, modelling positive attitudes, adapting lessons to suit the needs of their pupils, and following safeguarding procedures in line with school policy, as laid out in section 2 and 5. The delivery of PSHE will be through the form tutors in Elm and Beech at KS3 to KS4 and the area leads in Oak, Acorn and Willow using the Sensory Classroom Curriculum planned using Equals and the National Curriculum. The RSHE lead will QA the resources and adaptations for lessons to meet student needs.

**The SENCO and DSL** both play a key role in supporting staff to adapt and differentiate the curriculum for pupils with SEN, ensuring that all pupils can access and benefit from RSHE. This will also include informing staff of necessary adaptations and potential triggers. This will allow staff to teach in the most effective way.

**All staff** are made aware that RSHE contributes directly to the school's performance under the inspection framework, particularly in the areas of personal development and safeguarding. This includes all staff having access to the RSHE curriculum in order to be made aware of how this provides pupils with the knowledge, skills, and confidence to make safe, informed choices, and to build respectful relationships. By promoting resilience, wellbeing, and awareness of safeguarding risks, RSHE supports the school in meeting inspection expectations for preparing pupils to thrive in a safe and supportive environment.

## **8. Monitoring and Review**

This policy will undergo an annual review in collaboration with staff, parents, and pupils to ensure its continued relevance, responsiveness to evolving needs, and compliance with statutory and regulatory requirements.

The policy will be accessible via the school website and can also be provided in printed format upon request.

## **9. Equality Statement**

The school is dedicated to ensuring equality of opportunity and cultivating an environment that respects and celebrates diversity. We acknowledge and appreciate the varied backgrounds that comprise our community, including distinctions of race, faith, age, gender, disability, and sexual orientation. RSHE will be delivered in a manner that encourages mutual respect, addresses stereotypes, and equips pupils to engage effectively within a diverse society.

## **10. Cross-Policy References**

RSHE is integrally connected to other core school policies. Notably, the Safeguarding Policy establishes clear procedures for managing disclosures and addressing safeguarding concerns that may arise during RSHE instruction. Additionally, the Alternative Provision Policy mandates that RSHE delivered off-site or by external providers maintains equivalent standards in safeguarding, curriculum quality, and pupil support. Staff are required to consult these policies when planning or delivering RSHE content in alternative educational settings.

## **12. Staff Training and CPD**

All staff involved in delivering RSHE will participate in ongoing training and professional development to ensure:-

- Confidence in addressing sensitive topics with a trauma-informed and inclusive approach.
- Awareness of safeguarding issues associated with RSHE content.
- Proficiency in responding to disclosures and managing pupil concerns.
- Comprehensive understanding of statutory guidance and curriculum requirements.

Training will be organised by the DSL and RSHE Lead, with annual review processes in place.

## **13. Curriculum Map Reference**




A comprehensive visual curriculum map detailing the delivery of RSHE across all year groups is available within the RSHE planning folder. This resource clearly outlines the sequencing and adaptation of statutory content throughout each educational phase, specifying delivery methods, lead staff responsibilities, resources, SEND considerations, and strategies for parental engagement. All staff are expected to consult this map when planning lessons and evaluating curricular coverage.

## Appendix:

### **Suggested Local Delivery Plan – Statutory RSHE Content (Phase Coded)**

*The school will capture the below information in this or a similar format.*


#### Key:

-  Primary – statutory in the primary phase only
-  Secondary – statutory in the secondary phase only
-  Both – statutory in both primary and secondary phases



For each row, the school should record:-

- Year group(s) where it will be taught
- Term/timing within the school year
- Delivery method
- Lead staff/agency
- Resources used
- SEND adaptations
- Parental engagement



### **A. Relationships Education (Primary) / Relationships and Sex Education (Secondary)**

Phase	Statutory Topic Area	Year Group(s)	Term / Timing	Delivery Method	Lead Staff / Agency	Resources	SEND Adaptations	Parental Engagement
 Primary	Families and People Who Care for Me	EYFS, KS1 and KS2 (Oak, Acorn, Willow)	Spring	2 lessons weekly	AHT and Form Tutor	Sensory classroom curriculum with Equals, PSHE Association <b>Boardmaker symbol packs</b> for “friend,” “family,” “safe adult.” <b>Family photo books</b> (pupil brings in home photos to create “my family” book). <b>Emotion fans / emoji cards</b> expressing feelings in friendships. <b>Social stories</b> (Carol Gray style) being kind, sharing, saying sorry. <b>Puppets &amp; dolls</b> role-playing turn-taking and problem solving	Equals Curriculum, PSHE SEND Framework Use <b>real-life photos, symbols, and objects of reference</b> (family pictures, carers, pets). Role-play friendship skills with peers/staff. Social stories on <b>being a good friend</b> , turn-taking, and personal space	Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL, Form tutor communication

Primary	Caring Friendships	EYFS, KS1 and KS2 (Oak, Acorn, Willow)	Spring	2 lessons weekly	AHT and Form Tutor	Sensory classroom curriculum with Equals, PSHE Association	Equals Curriculum, PSHE SEND Framework <b>Comic strip conversations</b> or sequencing cards for friendship problems. Teach through <b>circle time, puppets, or drama</b> . Explicit teaching of <b>“good touch/bad touch”</b> (with symbols/gesture support).	Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL, Form tutor communication
Primary	Respectful, Kind Relationships	EYFS, KS1 and KS2 (Oak, Acorn, Willow)	Spring	2 lessons weekly	AHT and Form Tutor	Sensory classroom curriculum with Equals, PSHE Association  <b>Public vs Private sorting cards</b> (places, behaviours, body parts). <b>Body outline mats</b> with labels/symbols. <b>Traffic-light consent cards</b> green = yes, red = no, amber = not sure. <b>Role-play props</b> “Stop/Go” paddles for practising boundaries. <b>NSPCC “PANTS” resources</b> (adapted with symbols)	Equals Curriculum, PSHE SEND Framework  Visual rules for <b>“yes/no/stop”</b> and <b>safe/unsafe touch</b> . Rehearse scripts: “No thank you”, “Stop”, “I need space.” Teaching <b>“public vs private”</b> with visuals (e.g. where to dress, touch)	Letter sent home with termly topics. MDT support, Cultural and religious differences., Parent workshops and Forums. EFL, Form tutor communication
Primary	Online Safety and Awareness	EYFS, KS1 and KS2 (Oak, Acorn, Willow)	Spring	2 lessons weekly	AHT and Form Tutor	Sensory classroom curriculum with Equals, PSHE Association  <b>CEOP “ThinkUKnow” SEND resources.</b> <b>Symbol-supported e-safety rules posters.</b>	Equals Curriculum, PSHE Association SEND Framework  Simplify to clear <b>rules-based learning</b> (e.g., “Don’t share name/phone/photos”). Symbol-based e-safety checklists. Role-play safe vs unsafe online chats	Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL, Form tutor communication

						<b>Scenario cards</b> (safe vs unsafe online chats, gaming invites). <b>Digital timers</b> screen time visual control. <b>Interactive videos</b> (Pause points for discussion: e.g., Childnet SEND-friendly clips)		
 Primary	Being Safe	EYFS, KS1 and KS2 (Oak, Acorn, Willow)	Spring	2 lessons weekly	AHT and Form Tutor	Sensory classroom curriculum with Equals, PSHE Association  Repeated practice of <b>“my body belongs to me”</b> with visuals and actions. Teach <b>who are safe adults</b> with photos of real staff/family. Scenario-based practice: “What do I do if...?”	Equals Curriculum, PSHE Association SEND Framework  Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL ,Form tutor communication	
 Secondary	Families – Secondary Content (including marriage, legal rights, forced marriage)	KS3, KS4, KS5 (Elm, Beech)	Spring	2 lessons weekly	AHT and Form Tutor	Equals Curriculum, PSHE Association/EC Publishing  <b>Boardmaker symbol packs</b> for “friend,” “family,” “safe adult.” <b>Family photo books</b> (pupil brings in home photos to create “my family” book). <b>Emotion fans / emoji cards</b> expressing feelings in friendships. <b>Social stories</b> (Carol Gray style) being kind, sharing, saying sorry. <b>Puppets &amp; dolls</b> role-playing turn-	Equals Curriculum, PSHE Association SEND Framework <b>different family structures, respect for others’ families</b> , using simplified visuals and scenarios.  Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL ,Form tutor communication. Cultural and religious differences.	







						taking and problem solving		
 Secondary	Respectful Relationships – Secondary Content (including consent, tolerance, stereotypes, pornography)	KS3, KS4, KS5 (Elm, Beech)		2 lessons weekly	AHT and Form Tutor	Equals Curriculum,  PSHE Association/EC Publishing  <b>Public vs Private sorting cards</b> (places, behaviours, body parts). <b>Body outline mats</b> with labels/symbols. <b>Traffic-light consent cards</b> green = yes, red = no, amber = not sure. <b>Role-play props</b> “Stop/Go” paddles for practising boundaries. <b>NSPCC “PANTS” resources</b> (adapted with symbols)	Equals Curriculum,  PSHE Association SEND Framework  Simplified consent models (traffic lights, thumbs up/down).	Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL ,Form tutor communication
 Secondary	Online Safety and Awareness – Secondary Content (including indecent images law, deepfakes, sextortion)	KS3, KS4, KS5 (Elm, Beech)		2 lessons weekly	AHT and Form Tutor	Equals Curriculum,  PSHE Association/EC Publishing  <b>CEOP “ThinkUKnow” SEND resources.</b> <b>Symbol-supported e-safety rules posters.</b> <b>Scenario cards</b> (safe vs unsafe online chats, gaming invites). <b>Digital timers</b> screen time visual control. <b>Interactive videos</b> (Pause points for discussion: e.g., Childnet	Equals Curriculum,  PSHE Association SEND Framework Scenarios for <b>online friendships and peer pressure</b> , broken into step-by-step rules. Simple videos with pauses for discussion (bullying, grooming, sexting explained in concrete terms).	Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL ,Form tutor communication



						SEND-friendly clips)		
Secondary	Being Safe – Secondary Content (including sexual harassment, sexual violence, exploitation, FGM)	KS3, KS4, KS5 (Elm, Beech)	Spring	2 lessons weekly	AHT and Form Tutor	Equals Curriculum,  PSHE Association/EC Publishing	. Equals Curriculum,  PSHE Association SEND Framework  Introduce safe relationships in the community, peer pressure, gangs — broken into <b>very clear dos/don'ts</b> .	Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL ,Form tutor communication

### B. Sex Education (Primary where taught, compulsory in Secondary)

Phase	Statutory Topic Area	Year Group(s)	Term / Timing	Delivery Method	Lead Staff / Agency	Resources	SEND Adaptations	Parental Engagement
Primary (optional)	Human Reproduction (aligned to science curriculum)	EYFS, KS1 and KS2 (Oak, Acorn, Willow)	Spring	2 lessons weekly	AHT and Form Tutor	<b>Anatomical dolls / body mannequins</b> (male/female). <b>Puberty kits</b> → deodorant, pads, razors, body wash. <b>Social stories</b> for first period, erections, body odour. <b>Puberty body-change sequencing cards</b> . <b>Practical demos</b> (sanitary pad on underwear, deodorant routine).	Equals Curriculum,  PSHE Association SEND Framework  <b>Practical demonstrations</b> (using deodorant, sanitary pads on underwear, brushing teeth). Visual timetables for self-care routines. Same-gender staff where possible for modelling. Use <b>body maps, photos, or anatomical dolls</b> with clear symbols.	Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL ,Form tutor communication
Secondary	Intimate and Sexual Relationships, Including Sexual Health	KS3, KS4, KS5 (Elm, Beech)	Spring	2 lessons weekly	AHT and Form Tutor	Equals Curriculum,  PSHE Association/EC Publishing  <b>Consent social stories</b> . <b>Law simplified posters</b> (age of consent traffic lights). <b>Scenario role-play cards</b> (healthy vs unhealthy relationships).	Equals Curriculum,  PSHE Association SEND Framework  Start from <b>friendship and safe touch</b> , then move towards intimacy. Use <b>concrete, visual explanations</b> of body parts and contraception (sample condoms, diagrams). Simplify STI education: safe vs unsafe,	Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL ,Form tutor communication



						<b>Concrete contraceptive resources</b> → condoms, pill packs, implant models. <b>RSE books adapted for SEND</b> (e.g., <i>Talking Together about Growing Up</i> by Tameside & Oldham)	basic symptoms, how to seek help. Reinforce <b>consent rules</b> with symbols, role-play, and repetition.	
 Secondary	Age of Consent and Sexual Choices	KS3, KS4, KS5 (Elm, Beech)	Spring	2 lessons weekly	AHT and Form Tutor	Equals Curriculum, PSHE Association/EC Publishing  <b>Consent social stories. Law simplified posters</b> (age of consent traffic lights). <b>Scenario role-play cards</b> (healthy vs unhealthy relationships). <b>Concrete contraceptive resources</b> → condoms, pill packs, implant models. <b>RSE books adapted for SEND</b> (e.g., <i>Talking Together about Growing Up</i> by Tameside & Oldham)	Equals Curriculum, PSHE Association SEND Framework  Ability appropriate <b>Simplify the law into visuals/rules</b> → e.g., traffic-light system (green = okay, red = against the law). Use <b>social stories and scenarios</b> → "X is 16, Y is 14. What is safe/unsafe?" <b>Role-play consent situations</b> with clear scripts: "I say yes" / "I say no." Repeat messages: <b>"No means no. Only yes means yes."</b> Link to <b>trusted adults</b> → who to tell if unsure.	Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL ,Form tutor communication
 Secondary	Contraception (types, efficacy, access)	KS3, KS4, KS5 (Elm, Beech)	Spring	2 lessons weekly	AHT and Form Tutor	Equals Curriculum, PSHE Association/EC Publishing  <b>Contraception demonstration kits</b> (condoms, pill packets, IUD models). <b>Efficacy charts</b> (visual	Equals Curriculum, PSHE Association SEND Framework  Ability appropriate Use <b>real examples</b> (condoms, pill packets, implant demo models). Create <b>visual comparison charts</b> (e.g.,	Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL ,Form tutor communication

						<p>% success using smiley faces).</p> <p><b>STI photo cards / symbol sheets</b> (safe vs unsafe, symptoms/no symptoms).</p> <p><b>Clinic photo booklets</b> → “What happens when I visit.”</p> <p><b>Role-play clinic visits</b> (scripts + visuals)</p>	<p>effectiveness symbols – 9/10 smiley faces).</p> <p><b>Step-by-step demonstrations</b> (putting a condom on a model). Teach access routes: GP, pharmacy, clinic → show <b>photos of real local services</b>. Reinforce with <b>clear “do/don’t” rules</b> (never share medicine, always use new condom).</p>	
 Secondary	Pregnancy Choices (keeping baby, adoption, abortion)	KS3, KS4, KS5  (Elm, Beech)	Spring	2 lessons weekly	AHT and Form Tutor	Equals Curriculum,  PSHE Association/EC Publishing	Equals Curriculum,  PSHE Association SEND Framework  Ability appropriate  Picture sequencing (pregnancy journey, baby care steps). <b>Role-play with dolls</b> (feeding, changing, routines). Life-skills focus: “What do babies need?” rather than biology-heavy. Clarify <b>difference between wanting a baby vs being ready</b> — taught through simple scenarios and discussion.	Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL ,Form tutor communication
 Secondary	STIs and Prevention (including HIV, PrEP, PEP)	KS3, KS4, KS5  (Elm, Beech)	Spring	2 lessons weekly	AHT and Form Tutor	Equals Curriculum,  PSHE Association/EC Publishing	Equals Curriculum,  PSHE Association SEND Framework  Ability appropriate Use <b>simple symbols</b> → safe/unsafe. Picture cards for symptoms vs “no symptoms.” Condoms as main protective measure – repeat visually and practically.	Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL ,Form tutor communication



							<p>HIV/PrEP/PEP reduce complexity to:</p> <ul style="list-style-type: none"> <li>• “Some medicines help stop HIV.”</li> <li>• “Go to clinic quickly if exposed.”</li> </ul> <p>Reinforce “<b>always use protection</b>” as a core life rule.</p>	
 Secondary	Impact of Alcohol and Drugs on Sexual Behaviour	KS3, KS4, KS5 (Elm, Beech)	Spring	2 lessons weekly	AHT and Form Tutor	<p>Equals Curriculum, PSHE Association/EC Publishing</p> <p><b>Sorting cards</b> safe vs unsafe behaviour under alcohol.  <b>Empty alcohol bottles, cigarette packets, vape pens</b> (teaching props).  <b>Scenario role-plays</b> “What changes if you drink?”  <b>Visual cause-and-effect maps</b> (drink, poor choice, unsafe).</p>	<p>Equals Curriculum, PSHE Association SEND Framework</p> <p>Ability appropriate Use <b>cause-and-effect cards</b> (“Drink alcohol make risky choices”).            Comic strips or <b>visual scenarios</b> to show impaired judgement.            Keep language concrete (“Alcohol can make saying no harder”).            Link to <b>personal safety rules</b> (who to call, safe adult support)</p>	Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL ,Form tutor communication
 Secondary	Accessing Sexual and Reproductive Health Advice	KS3, KS4, KS5 (Elm, Beech)	Spring	2 lessons weekly	AHT and Form Tutor	<p>Equals Curriculum, PSHE Association/EC Publishing</p>	<p>Equals Curriculum, PSHE Association SEND Framework</p> <p>Photo-based guides: “Clinic looks like this.”            Role-play phone call or clinic visit.            Step-by-step visuals → “Go inside → say why you’re there talk to nurse, get help.”            Symbol support: GP, pharmacy, clinic.            Provide safe adult scripts: “I need to</p>	Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL ,Form tutor communication

							see a nurse about my body.	
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### C. Health Education (Primary and Secondary)

Phase	Statutory Topic Area	Year Group(s)	Term / Timing	Delivery Method	Lead Staff / Agency	Resources	SEND Adaptations	Parental Engagement
 Both	Mental Wellbeing (emotional literacy, recognising feelings, mental health support)	EYFS, KS1 and KS2 (Oak, Acorn, Willow) KS3, KS4, KS5  (Elm, Beech)	Spring	2 lessons weekly	AHT and Form Tutor	Sensory classroom curriculum with Equals Curriculum,  PSHE Association/EC Publishing  <b>Zones of Regulation visuals.</b> <b>Emotion thermometers.</b> <b>Calm-down kits</b> (stress balls, breathing visuals, fidgets). <b>Feelings journals with Boardmaker symbols.</b> <b>Role-play cards</b> for "asking for help."	Equals Curriculum, PSHE Association SEND Framework  Emotion cards, emoji fans, Zones of Regulation. Daily check-ins ("How do you feel?" with visuals). Story books & role-play to explore feelings. For secondary: link feelings to <b>safe coping strategies</b> (talking, music, exercise). Teach body signals for stress/anxiety (sweating, heart racing). Safe coping kit: breathing exercises, fidget tools, time-out. Visual lists of <b>who helps me</b> (family, staff, helplines). Practice scripts: "I feel sad, can I talk?"	Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL ,Form tutor communication. Mental health support offered the MHFA staff.
 Both	Wellbeing Online (screen time, gaming risks, online harms)	EYFS, KS1 and KS2 (Oak, Acorn, Willow) KS3, KS4, KS5  (Elm, Beech)	Spring	2 lessons weekly	AHT and Form Tutor	Sensory classroom curriculum with Equals Curriculum,  PSHE Association/EC Publishing	Equals Curriculum, PSHE Association SEND Framework  Screen-time visuals (traffic-light: short = green, too long = red). Scenario sorting: safe vs unsafe online actions. Teach "don't share" rules with icons (no name, no photo, no address). Gaming → role-play <b>when to stop, how to ask for help if bullied online.</b>	Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL ,Form tutor communication. Online links sent home

							For secondary: tackle grooming/sexting with clear rules + repeat practice.	
Both	Physical Health and Fitness	EYFS, KS1 and KS2 (Oak, Acorn, Willow) KS3, KS4, KS5  (Elm, Beech)	Spring	2 lessons weekly	AHT and Form Tutor	Sensory classroom curriculum with Equals Curriculum,  PSHE Association/EC Publishing	Equals Curriculum,  PSHE Association SEND Framework  <b>Visual timetables</b> for daily activity (walk, stretch, sports). Short, <b>structured movement breaks</b> in lessons. Use <b>pedometers/trackers</b> for motivation. Secondary: expand to <b>exercise for mental health &amp; long-term health</b> (use infographics).	Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL ,Form tutor communication and PE teacher
Both	Healthy Eating	EYFS, KS1 and KS2 (Oak, Acorn, Willow) KS3, KS4, KS5  (Elm, Beech)	Spring	2 lessons weekly	AHT and Form Tutor	Sensory classroom curriculum with Equals Curriculum,  PSHE Association/EC Publishing  <b>Eatwell Plate with symbols. Plastic food models</b> for sorting meals. <b>Timers</b> screen time, bedtime, exercise breaks. <b>Exercise circuit cards</b> with visuals for each movement. <b>Visual bedtime/social stories</b> → sleep routines.	Equals Curriculum,  PSHE Association SEND Framework  <b>Sorting food plates</b> (healthy/unhealthy). <b>Hands-on cooking</b> to reinforce learning. Colour-coded <b>traffic light food labels</b> . Secondary: simple explanation of calories, sugar/fat, and making choices at shops/restaurants.	Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL ,Form tutor communication
Both	Drugs, Alcohol, Tobacco and Vaping	EYFS, KS1 and KS2 (Oak, Acorn, Willow) KS3, KS4, KS5	Spring	2 lessons weekly	AHT and Form Tutor	Sensory classroom curriculum with Equals Curriculum,  PSHE Association/EC Publishing	Equals Curriculum,  PSHE Association SEND Framework  <b>Visual comparisons:</b> healthy vs damaged lungs/liver. Use <b>props</b> (fake cigarettes, vape	Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL ,Form tutor communication. Drop in session with MDT, AHT, Community police.

		(Elm, Beech)				<b>Realistic teaching props</b> (empty packaging). <b>Sorting games</b> safe/unsafe substances. <b>Symbol warning posters</b> (poison, smoking, fire). <b>Role-play refusal scripts</b> "No thanks."	devices) for demonstration. Sorting safe vs unsafe substances (medicine vs drugs). Social stories: "What to do if someone offers me..."	
 Both	Health Protection and Prevention (illness signs, sun safety, sleep, hygiene, vaccinations)	EYFS, KS1 and KS2 (Oak, Acorn, Willow) KS3, KS4, KS5  (Elm, Beech)	Spring	2 lessons weekly	AHT and Form Tutor	Sensory classroom curriculum with Equals Curriculum,  PSHE Association/EC Publishing  <b>Hygiene props</b> (soap, toothbrush, pads). <b>Handwashing glitter experiments.</b> <b>Sleep routine visuals.</b> <b>Sun safety dolls</b> with hats/sunscreen. <b>Vaccination social stories</b> (pictures of nurses, small pinch, done	Equals Curriculum,  PSHE Association SEND Framework  Teach "spotting illness" using symptom cards (temperature, cough). Hygiene: practical handwashing, brushing teeth, period care demos. Sun safety, dress dolls in hats/sunscreen. Visual bedtime routines for sleep hygiene. Vaccinations, step-by-step social story: "wait, small pinch, finished."	Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL ,Form tutor communication
 Both	Personal Safety (road, rail, water safety, hazard awareness)	EYFS, KS1 and KS2 (Oak, Acorn, Willow) KS3, KS4, KS5  (Elm, Beech)	Spring	2 lessons weekly	AHT and Form Tutor	Sensory classroom curriculum with Equals Curriculum,  PSHE Association/EC Publishing  <b>Toy cars, trains, traffic lights</b> for role-play. <b>Road safety mats</b> for practical scenarios.	Equals Curriculum,  PSHE Association SEND Framework  <b>Practical learning</b> in real environments (road-crossing practice). Visual safety rules: stop/look/listen. Video modelling of safe vs unsafe behaviours. Hazard symbol flashcards. Social stories for water/rail safety	Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL ,Form tutor communication



						<b>Water safety posters</b> (red flag = danger, green = safe). <b>Hazard symbol flashcards.</b> <b>Community walks</b> practice real crossings and stations		
 Both	Basic First Aid (emergency calls, CPR, defibrillator use)	EYFS, KS1 and KS2 (Oak, Acorn, Willow) KS3, KS4, KS5  (Elm, Beech)	Spring	2 lessons weekly	AHT and Form Tutor	Sensory classroom curriculum with Equals Curriculum,  PSHE Association/EC Publishing  <b>Toy phones</b> for practising 999 calls. <b>Role-play scripts</b> "I need an ambulance." <b>First aid mannequins</b> for CPR. <b>Defibrillator photo guides.</b> <b>Step-by-step symbol posters</b> for bleeding, burns, choking.	Equals Curriculum,  PSHE Association SEND Framework  Practice <b>dialling 999</b> with toy phones. Role-play: "I need help, someone is hurt." Use <b>mannequins or teddies</b> to practice CPR. Step-by-step symbol sheets for first aid routines. Secondary: supervised practice with <b>training defibrillators.</b>	Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL ,Form tutor communication
 Both	Developing Bodies (puberty, menstrual health, reproductive health, menopause)	EYFS, KS1 and KS2 (Oak, Acorn, Willow) KS3, KS4, KS5  (Elm, Beech)	Spring	2 lessons weekly	AHT and Form Tutor	Sensory classroom curriculum with Equals Curriculum,  PSHE Association/EC Publishing  <b>Body maps with symbols</b> for changes. <b>Menstrual cycle wheels</b> (simplified visuals). <b>Role-play with period kits.</b> <b>Menopause symptom cards</b> (hot flush, mood swing, tired).	Equals Curriculum,  PSHE Association SEND Framework  Ability appropriate  Use <b>body maps with symbols</b> for changes. Teach <b>puberty kits</b> (deodorant, pads, razors). Visual schedules for managing hygiene (daily shower, pad change). Secondary: extend to <b>reproductive health, menstrual cycle, menopause</b> using <b>simplified diagrams and practical coping strategies.</b>	Letter sent home with termly topics. MDT support, Parent workshops and Forums. EFL ,Form tutor communication

						<b>Social stories</b> “My body is changing, and that’s okay.”	Step sequencing: egg + sperm = baby (using visuals/dolls). Menopause, concrete symptoms (hot flush, mood swings) with images. Normalise: “Everyone’s body changes.” Link to self-care strategies: rest, exercise, talking to trusted adult	
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