



HOMEBROOK WOODS
Independent Special School
Ages 5–11 Years

Specialising in Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN) and associated SEND

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE)

Curriculum Mapping, Progression and Implementation Framework

Independent School Standards

This document supports compliance with:

- Independent School Standards (Education) Regulations
- Part 1 – Quality of Education
- Part 2 – Spiritual, Moral, Social and Cultural Development
- Part 3 – Welfare, Health and Safety of Pupils
- Part 5 – Premises of and Accommodation at Schools
- Part 8 – Quality of Leadership and Management

Document Governance

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Proprietor	Vonika Shelley
Policy Lead	Proprietor / Headteacher
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1. Purpose of this Document

This document explains how **Relationships, Sex and Health Education (RSHE)** is planned, delivered and evidenced throughout the Homebrook Woods curriculum. It demonstrates how statutory Relationships Education, Health Education and relevant aspects of the National Curriculum for Science are embedded within the school's integrated curriculum and adapted to meet the needs of pupils with Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN) and associated Special Educational Needs and Disabilities (SEND).

Rather than delivering RSHE as a discrete weekly lesson, Homebrook Woods adopts an integrated, developmental approach in which learning is embedded across all curriculum themes, daily routines, therapeutic provision, communication opportunities and real-life experiences. This reflects the school's belief that many aspects of relationships, wellbeing, communication and personal safety are most effectively taught through meaningful, authentic contexts rather than isolated classroom activities.

This framework should be read alongside the Homebrook Woods RSHE Policy and demonstrates the practical implementation of the curriculum. It provides inspectors, staff, parents and carers with a clear overview of:

- how statutory requirements are met;
- where RSHE learning is taught across the curriculum;
- how learning progresses over time;
- how teaching is adapted for pupils with SEND;
- how the impact of the curriculum is monitored and evaluated.

It also provides evidence that RSHE is fully integrated into the wider educational experience of pupils at Homebrook Woods and contributes directly to safeguarding, emotional wellbeing, communication development, independence and preparation for adult life.

2. Homebrook Woods Curriculum Philosophy

At Homebrook Woods, we believe that Relationships, Sex and Health Education is not a single curriculum subject but an integral part of every child's daily experience.

For many children with Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN) and associated SEND, understanding themselves, developing relationships, communicating effectively and keeping themselves safe cannot be separated from the wider curriculum. These skills must be taught explicitly, revisited frequently and practised in a wide range of meaningful contexts to enable pupils to generalise their learning beyond the classroom.

The Homebrook Woods curriculum has therefore been designed so that RSHE is woven throughout every aspect of school life. Opportunities to develop communication, emotional understanding, personal safety, self-care, healthy relationships and independence are intentionally planned across all curriculum areas, therapeutic provision, community learning, Forest School, outdoor education and everyday routines.

Learning is carefully sequenced through six annual curriculum themes, each building upon previous experiences and supporting pupils to develop increasing confidence, independence and resilience. Progression is measured through developmental milestones rather than solely by chronological age, ensuring that teaching reflects each pupil's cognitive, social, emotional and communication profile.

This approach recognises that pupils may require repeated opportunities to revisit concepts, practise skills in different environments and receive highly personalised support before learning becomes secure. Consequently, teaching is underpinned by neurodiversity-affirming practice, explicit instruction, visual supports, structured communication and experiential learning.

At Homebrook Woods, RSHE is fundamentally about enabling children to:

- understand themselves and others;
- communicate their thoughts, feelings and needs effectively;
- develop safe, positive and respectful relationships;
- recognise and regulate emotions;
- make healthy choices;
- understand personal safety and boundaries;
- develop increasing independence;
- prepare for participation in their communities and, ultimately, adult life.

These principles underpin every aspect of curriculum design and ensure that Relationships, Sex and Health Education contributes meaningfully to pupils' personal development, safeguarding and lifelong wellbeing.

3. Vision for Relationships, Sex and Health Education

The vision for Relationships, Sex and Health Education at Homebrook Woods is to provide every pupil with the knowledge, understanding, communication skills and personal confidence needed to build positive relationships, make informed choices and live healthy, safe and fulfilling lives.

Our curriculum recognises that many pupils experience significant differences in communication, social understanding, emotional regulation and executive functioning. These differences can increase vulnerability and may affect pupils' ability to recognise risk, interpret social situations, communicate concerns or advocate for themselves. Consequently, RSHE is viewed not simply as a curriculum requirement but as a vital component of safeguarding and personal development.

Teaching is carefully tailored to each pupil's developmental stage, communication profile and individual needs. Expectations are ambitious yet realistic, ensuring that pupils are supported to make meaningful progress regardless of starting point.

The Homebrook Woods approach is underpinned by the following principles:

Child-centred

Learning is personalised, developmentally appropriate and responsive to each pupil's strengths, interests and needs. EHCP outcomes, communication profiles and therapeutic recommendations inform planning to ensure that learning is meaningful and relevant.

Communication-first

Communication lies at the heart of Relationships, Sex and Health Education. Pupils are explicitly taught to express preferences, make choices, communicate consent, ask for help, describe feelings and develop increasingly effective social interaction using spoken language, AAC, symbols, signing or other communication systems as appropriate.

Neurodiversity-affirming

We recognise, respect and celebrate neurodiversity. Teaching does not seek to change autistic ways of thinking or communicating but instead equips

pupils with the understanding, confidence and practical strategies needed to navigate the social world while remaining authentic to themselves.

Safeguarding-focused

Relationships, personal boundaries, body autonomy, trusted adults, online safety and recognising unsafe situations are taught explicitly and revisited regularly. Given the increased vulnerability of many children with SEND, these areas are regarded as essential safeguarding education rather than optional curriculum content.

Preparation for Adulthood

Every aspect of RSHE contributes to preparing pupils for successful adult lives by promoting independence, emotional wellbeing, healthy relationships, self-advocacy and participation within their communities.

4. Legal and Regulatory Framework

This framework has been developed in accordance with the statutory guidance and legislation applicable to independent schools in England, including:

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (Department for Education).
- *Keeping Children Safe in Education* (current edition).
- The Independent School Standards.
- Equality Act 2010.
- Children and Families Act 2014.
- SEND Code of Practice: 0–25 years.
- The National Curriculum in England (Science).
- Working Together to Safeguard Children (current edition).
- The United Nations Convention on the Rights of the Child.

Homebrook Woods recognises that Relationships Education and Health Education are statutory within primary education. Teaching is delivered in a

manner that is appropriate to pupils' age, developmental stage, communication profile and individual SEND needs.

The curriculum also incorporates statutory Science content relating to human growth and development. Any additional learning relating to puberty, personal care or body changes is delivered sensitively and, where appropriate, in partnership with parents and carers. Parents retain the statutory right to withdraw their child from any non-statutory Sex Education beyond the National Curriculum for Science.

As a specialist SEND school, Homebrook Woods recognises that many pupils require explicit, repeated teaching in areas such as communication, consent, personal safety, emotional understanding and healthy relationships. Consequently, RSHE forms an essential element of safeguarding, preparation for adulthood and personal development rather than existing as a discrete curriculum subject.

5. Curriculum Intent

Our Intent

At Homebrook Woods, Relationships, Sex and Health Education is designed to equip every pupil with the knowledge, understanding, communication skills and confidence required to navigate the world safely, build positive relationships and participate meaningfully within their communities.

Our curriculum recognises that children with Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN) and associated SEND often require explicit teaching of concepts that many children acquire incidentally. Skills such as recognising emotions, understanding friendships, interpreting social situations, communicating consent or recognising unsafe behaviour are therefore carefully planned, systematically taught and revisited throughout each year.

Rather than treating RSHE as a weekly lesson, Homebrook Woods deliberately embeds these concepts across the whole curriculum, allowing pupils to experience repeated opportunities to apply learning in authentic contexts. This approach supports the development of functional understanding, promotes generalisation and enables pupils to transfer skills across different environments and situations.

The curriculum is designed to enable pupils to:

- develop a positive understanding of themselves as unique individuals;

- recognise and communicate their emotions, needs and preferences;
- develop safe, respectful and healthy relationships;
- understand personal boundaries and body autonomy;
- recognise trusted adults and know how to seek help;
- develop increasing independence in personal care and daily living;
- understand healthy lifestyles and emotional wellbeing;
- build resilience and coping strategies;
- communicate effectively using their preferred method of communication;
- prepare for participation within their local community and adult life.

These ambitions underpin curriculum planning across every subject area and are reflected throughout daily school life.

Intent Through the Homebrook Woods Curriculum

The Homebrook Woods curriculum has been intentionally designed so that RSHE is not isolated from learning but is experienced through communication, interaction, exploration and participation.

Children learn best when new knowledge is meaningful, relevant and immediately applicable to their own lives. Consequently, every curriculum theme provides purposeful opportunities to develop relationships, health and personal development alongside academic learning.

Teaching is experiential, practical and rooted in real-life situations wherever possible. Pupils are encouraged to learn through:

- structured play;
- shared problem-solving;
- outdoor learning;
- Forest School experiences;
- therapeutic activities;
- community visits;
- role play;

- communication-rich environments;
- daily routines;
- functional independence activities.

This integrated approach enables pupils to revisit concepts frequently while applying learning within increasingly varied contexts.

6. RSHE Within the Homebrook Woods Curriculum

Relationships, Sex and Health Education is embedded across the six annual Homebrook Woods curriculum themes.

Each theme builds systematically upon previous learning, enabling pupils to deepen their understanding of themselves, others and the wider world while developing increasing independence and emotional maturity.

The curriculum has been carefully sequenced so that pupils move from developing awareness of themselves and their immediate environment towards preparing for adulthood, community participation and lifelong wellbeing.

Autumn 1 – Myself & My World

This theme establishes the foundations for all future RSHE learning.

Pupils develop an understanding of themselves as unique individuals by exploring:

- personal identity;
- body awareness;
- emotions;
- communication;
- likes and dislikes;
- routines;
- familiar adults;
- recognising personal needs;
- asking for help;

- developing a sense of belonging.

Early learning focuses on helping pupils understand that they are valued, safe and capable communicators.

RSHE themes introduced include:

- recognising emotions;
- understanding personal preferences;
- recognising trusted adults;
- communicating needs;
- body awareness;
- developing self-confidence.

Autumn 2 – My Community

Learning extends beyond the immediate classroom as pupils begin to understand their place within wider communities.

Teaching focuses upon:

- familiar people;
- local environments;
- routines;
- community helpers;
- belonging;
- participation;
- keeping safe in the community.

Children learn how relationships extend beyond family and school while developing confidence interacting with unfamiliar people within supported situations.

RSHE themes include:

- community safety;
- respectful behaviour;
- recognising people who help us;

- developing independence;
- following rules that keep everyone safe.

Spring 1 – The Natural World

This theme develops pupils' understanding of the wider world while promoting curiosity, respect and wellbeing.

Learning includes:

- caring for living things;
- exploring change;
- seasons;
- healthy environments;
- outdoor wellbeing;
- respecting nature;
- understanding responsibility.

RSHE opportunities include developing empathy, responsibility and emotional wellbeing through meaningful experiences in natural environments.

Spring 2 – People & Relationships

This is the core relationships theme within the annual curriculum and provides explicit opportunities to teach:

- friendships;
- communication;
- cooperation;
- empathy;
- respecting differences;
- conflict resolution;
- teamwork;
- recognising feelings in ourselves and others.

Teaching includes structured opportunities to practise relationship skills within supported situations before applying these skills across wider contexts.

For many pupils, this theme also provides opportunities to develop understanding of consent, personal boundaries, turn-taking and recognising the perspectives of others through carefully scaffolded activities.

Summer 1 – Independence & Life Skills

This theme places increasing emphasis upon preparing pupils for everyday life.

Children develop:

- personal hygiene;
- healthy eating;
- food preparation;
- dressing skills;
- organisation;
- decision-making;
- responsibility;
- self-care;
- communication for independence.

The curriculum promotes confidence and independence while reinforcing concepts of personal safety, healthy lifestyles and wellbeing.

Summer 2 – Preparing for the Future

The final theme supports pupils to apply learning flexibly across unfamiliar situations and prepares them for transition.

Teaching focuses upon:

- resilience;
- coping with change;
- emotional regulation;
- problem-solving;

- adapting to new situations;
- future aspirations;
- transition;
- community participation;
- increasing independence.

This theme reflects the understanding that successful preparation for adulthood begins in childhood and that developing resilience, communication and flexible thinking are essential aspects of Relationships, Sex and Health Education.

7. Developmental Progression Through Relationships, Sex and Health Education

A Developmentally Sequenced Curriculum

At Homebrook Woods, progression in Relationships, Sex and Health Education is measured through pupils' developmental understanding, communication and independence rather than chronological age alone.

Pupils arrive with a wide range of cognitive profiles, communication abilities, sensory needs, social understanding and emotional development. Consequently, learning is carefully personalised to ensure that every pupil accesses an appropriately ambitious curriculum whilst developing the knowledge, understanding and practical skills needed to remain safe, healthy and increasingly independent.

The Homebrook Woods curriculum is organised around six developmental levels (A–F), enabling pupils to make meaningful progress from their individual starting points. These levels provide a clear progression pathway whilst recognising that pupils may develop unevenly across different aspects of learning. Assessment is therefore holistic, considering communication, cognition, emotional development, social interaction and functional independence alongside curriculum knowledge.

Progression is informed by:

- Education, Health and Care Plan (EHCP) outcomes;
- communication assessments and profiles;
- therapeutic recommendations;

- observation of pupils within different environments;
- engagement, independence and generalisation of learning;
- ongoing formative assessment.

Teaching is adapted continuously to ensure pupils experience success whilst being appropriately challenged to develop increasing confidence, resilience and independence.

Progression Through Developmental Levels A–F

Level A

Developing Awareness

At this earliest developmental stage, teaching focuses upon helping pupils develop an awareness of themselves, familiar adults and their immediate environment.

Learning is highly sensory, relationship-based and rooted in secure attachment with trusted adults.

Pupils begin to:

- recognise familiar people;
- tolerate shared interactions;
- develop joint attention;
- communicate basic needs through their preferred communication method;
- respond to familiar routines;
- develop awareness of their own body;
- begin to recognise emotions through adult modelling;
- experience positive interactions with others.

Adults provide highly structured, consistent opportunities for pupils to experience safe, nurturing relationships whilst developing the foundations of communication and emotional regulation.

Level B

Developing Recognition and Participation

As pupils develop greater awareness, they begin to participate more actively within shared learning experiences and increasingly recognise relationships, routines and expectations.

Teaching supports pupils to:

- recognise familiar peers and adults;
- respond to greetings and simple interactions;
- participate alongside others;
- identify basic emotions;
- communicate simple choices;
- understand familiar routines;
- begin recognising trusted adults;
- participate in supported turn-taking activities;
- develop early awareness of personal preferences.

Relationships continue to be adult-led whilst pupils develop increasing confidence interacting with others.

Level C

Developing Communication and Interaction

At Level C, pupils begin using communication more intentionally to influence their environment and interact with others.

Learning focuses upon helping pupils understand that communication supports relationships, independence and safety.

Pupils increasingly develop the ability to:

- initiate interactions;
- request help;
- communicate preferences;
- recognise simple social expectations;

- participate within small group activities;
- begin understanding simple friendship concepts;
- identify familiar feelings;
- express likes and dislikes;
- communicate discomfort or uncertainty.

Adults explicitly model language associated with emotions, relationships and personal safety whilst providing repeated opportunities for pupils to practise communication across a variety of meaningful situations.

Level D

Developing Understanding

At this stage, pupils begin developing a broader understanding of themselves, others and the social world.

Relationships become increasingly reciprocal and pupils are encouraged to apply learning across different situations.

Teaching supports pupils to:

- develop friendships;
- understand simple social rules;
- recognise different perspectives;
- begin resolving disagreements with support;
- communicate consent and refusal;
- understand simple personal boundaries;
- recognise safe and unsafe situations;
- identify trusted adults;
- begin taking responsibility for aspects of personal care;
- make increasingly independent decisions.

Learning increasingly focuses upon generalising skills beyond familiar classroom routines.

Level E

Developing Independence

Pupils begin demonstrating increasing independence across relationships, communication and personal wellbeing.

Teaching encourages pupils to:

- maintain friendships;
- recognise qualities of healthy relationships;
- understand respect and empathy;
- manage emotional responses with increasing independence;
- understand personal hygiene and healthy lifestyles;
- recognise body changes associated with growth where appropriate;
- communicate confidently using their preferred communication system;
- recognise situations requiring adult support;
- apply safeguarding knowledge across different environments;
- demonstrate increasing independence within community settings.

Pupils are encouraged to reflect upon their own learning and recognise how their decisions influence themselves and others.

Level F

Preparing for Adult Life

At the highest developmental level, pupils increasingly apply their knowledge independently across a range of familiar and unfamiliar situations.

Teaching prepares pupils for successful transition beyond Homebrook Woods by developing:

- resilience;
- emotional maturity;
- self-advocacy;
- confidence communicating consent;
- understanding of healthy and respectful relationships;

- recognition of personal rights and responsibilities;
- understanding of personal safety;
- healthy decision-making;
- independent self-care;
- preparation for transition and participation within wider society.

Learning emphasises problem-solving, flexibility and applying previous knowledge across increasingly complex real-life situations.

Pupils are encouraged to become confident communicators who understand themselves, recognise their strengths and are able to seek support appropriately when required.

Developmental Progression Across the Homebrook Woods Curriculum

Relationships, Sex and Health Education develops progressively throughout the curriculum, with pupils revisiting key concepts within increasingly complex contexts.

Rather than teaching isolated topics once, learning is revisited across all six curriculum themes, enabling pupils to deepen understanding through repetition, practical application and increasing independence.

For example, the concept of "**trusted adults**" may progress as follows:

Developmental Level	Example Progression
A	Recognises familiar adults and responds positively to consistent caregivers.
B	Identifies familiar adults within school and home and begins seeking comfort or support from them.
C	Communicates when help is needed and identifies adults who can provide assistance.
D	Understands the role of trusted adults and begins recognising when adult support is needed in different situations.

Developmental Level

Example Progression

E	Applies understanding across community environments and begins distinguishing between familiar, unfamiliar and trusted adults.
F	Independently identifies appropriate sources of support, communicates concerns confidently and understands safeguarding responsibilities.

Similarly, pupils' understanding of **communication, friendships, personal boundaries, emotional regulation, healthy lifestyles** and **personal safety** develops progressively throughout the curriculum, ensuring that learning is meaningful, developmentally appropriate and responsive to individual need.

Progression Through Repetition and Generalisation

Many pupils with ASC and SLCN require significantly more opportunities than their peers to consolidate learning and transfer skills between environments. Consequently, Homebrook Woods deliberately revisits key RSHE concepts across different contexts to promote generalisation.

For example, the concept of **asking for help** is encountered:

- during Communication and Language sessions;
- within PSHE activities;
- through Forest School and outdoor learning;
- during community visits;
- in structured play;
- within emotional regulation programmes;
- during daily routines;
- through therapeutic interventions;
- when solving practical problems during Independence and Life Skills activities.

Each opportunity builds upon previous learning whilst gradually reducing adult support and increasing pupil independence.

This carefully planned repetition enables pupils not only to acquire knowledge but also to apply it confidently across the varied situations they are likely to encounter in everyday life.

8. Statutory Relationships Education Mapping

The Homebrook Woods curriculum has been carefully designed to ensure that all statutory Relationships Education requirements are delivered through meaningful, developmentally appropriate learning experiences. Rather than teaching isolated units of work, pupils revisit key concepts throughout the year within a variety of curriculum contexts, enabling knowledge and skills to be consolidated and generalised across different environments.

Learning is adapted according to each pupil's developmental level, communication profile and individual needs. Consequently, pupils may access the same statutory objective through different activities, levels of adult support and communication approaches whilst working towards the same overarching outcomes.

Statutory Requirement	Homebrook Woods Curriculum Themes	Developmental Progression (A–F)	Examples of Learning Experiences
Families and people who care for me	Myself & My World; People & Relationships	Awareness of familiar adults → understanding different family structures and trusted relationships	Family photographs, role play, story books, communication activities, discussions about people who help us, celebrating family diversity
Caring friendships	People & Relationships; Community; Forest School	Shared attention → cooperative play → developing and maintaining friendships	Turn-taking games, partner activities, collaborative outdoor learning, group problem-solving, restorative conversations

Respectful relationships	All curriculum themes	Learning to share and cooperate → recognising different perspectives and showing empathy	Circle discussions, modelling respectful language, conflict resolution, celebrating individual strengths, recognising differences positively
Respecting ourselves and others	Whole curriculum	Developing self-awareness → confidence, self-advocacy and understanding personal strengths	Identity work, recognising achievements, celebrating success, expressing opinions, pupil voice opportunities
Online relationships	Computing; PSHE; Community Learning	Supported understanding of digital communication → recognising safe online behaviour	Online safety lessons, trusted adult discussions, recognising personal information, safe use of technology, digital citizenship
Being safe	Safeguarding; Community Learning; Independence & Life Skills	Recognising trusted adults → communicating concerns → understanding personal safety and boundaries	Protective Behaviours activities, road safety, personal space, asking for help, safe/unsafe touch, community visits, emergency procedures

Families and People Who Care for Me

Pupils are supported to recognise that families come in many different forms and that loving, caring relationships provide safety, security and belonging.

Teaching focuses upon helping pupils:

- recognise familiar adults;
- identify trusted people;
- understand who helps them at home and school;
- appreciate that families are all different;
- understand that caring relationships provide support throughout life.

Learning is embedded within communication activities, literacy, role play, PSHE, celebrations and everyday conversations.

Caring Friendships

Friendship skills are explicitly taught throughout the Homebrook Woods curriculum.

Many pupils require structured opportunities to develop:

- shared attention;
- turn-taking;
- joint problem-solving;
- cooperation;
- recognising others' feelings;
- managing disagreements;
- maintaining friendships.

Friendship is not viewed as an incidental outcome but as an important developmental skill that requires explicit teaching, modelling and repeated practice.

Respectful Relationships

Respect underpins every aspect of school life.

Children learn that everyone communicates differently, experiences the world differently and deserves to be treated with dignity, kindness and respect.

Teaching promotes:

- empathy;
- inclusion;
- recognising individual differences;
- celebrating diversity;
- respecting personal choices;
- listening to others;
- resolving conflict positively.

These values are reinforced consistently through classroom practice, Forest School, community learning and therapeutic interventions.

Respecting Ourselves and Others

Developing self-esteem and self-awareness is particularly important for pupils with SEND.

Learning opportunities support pupils to:

- recognise their own strengths;
- develop confidence;
- make choices;
- communicate preferences;
- advocate for themselves;
- understand their own emotions;
- value their own achievements.

Children are encouraged to develop a positive understanding of themselves whilst recognising and appreciating the strengths of others.

Online Relationships

Digital communication forms an increasingly important aspect of modern life.

Teaching is developmentally appropriate and focuses upon:

- recognising trusted adults online;
- understanding that people online may not always be who they say they are;
- protecting personal information;
- recognising unsafe online situations;
- communicating worries to trusted adults;
- using technology safely and responsibly.

Learning is reinforced through practical activities, discussion, Computing lessons and ongoing safeguarding education.

Being Safe

Personal safety is a central principle underpinning Relationships Education at Homebrook Woods.

Given the increased vulnerability experienced by many children with ASC and SLCN, teaching extends beyond basic safety messages to develop pupils' confidence, communication and self-advocacy.

Pupils are explicitly taught to:

- identify trusted adults;
- communicate worries or concerns;
- understand that their body belongs to them;
- recognise safe and unsafe situations;
- understand personal boundaries;
- ask for help;
- follow safety rules within school and the community;
- develop increasing independence whilst recognising when support is needed.

These concepts are revisited throughout the curriculum to ensure pupils develop secure understanding and can apply their learning across a range of familiar and unfamiliar situations.

How Relationships Education is Embedded

At Homebrook Woods, Relationships Education is not confined to PSHE lessons. Instead, it is embedded throughout the curriculum and everyday school life.

Inspectors visiting the school would expect to see evidence of Relationships Education through:

- high-quality adult-pupil interactions;
- communication-rich classrooms;
- collaborative learning opportunities;
- Forest School activities;
- community visits;
- therapeutic interventions;
- emotional regulation programmes;
- restorative approaches to conflict;
- pupil voice activities;
- daily routines that promote independence and responsibility;
- positive behaviour support;
- meaningful opportunities for pupils to make choices and communicate preferences.

This integrated approach ensures that pupils experience Relationships Education as a natural and meaningful part of daily life rather than as an isolated curriculum subject.

9. Statutory Health Education Mapping

Health Education at Homebrook Woods equips pupils with the knowledge, understanding and practical skills needed to develop healthy lifestyles,

maintain positive physical and emotional wellbeing, and make increasingly informed decisions about their own health and safety.

Recognising the diverse needs of pupils with Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN) and associated SEND, Health Education is delivered through meaningful, practical experiences rather than abstract concepts alone. Learning is carefully adapted according to each pupil's developmental level, communication profile and individual needs, ensuring that all pupils can access the curriculum successfully.

Teaching is embedded throughout daily routines, therapeutic provision, PSHE, Science, Outdoor Learning, Forest School, Independence & Life Skills and Community Learning, enabling pupils to repeatedly apply new learning within authentic contexts.

Statutory Health Education Overview

Statutory Requirement	Homebrook Woods Curriculum Themes	Developmental Progression (A–F)	Examples of Learning Experiences
Mental Wellbeing	All curriculum themes	Recognising emotions → emotional regulation → resilience and self-advocacy	Emotional literacy activities, Zones of Regulation, therapeutic conversations, mindfulness, sensory regulation, reflection
Internet Safety and Harms	Community; People & Relationships; Computing	Recognising trusted adults → understanding online risks → making safe choices	Computing lessons, online safety activities, recognising personal information, seeking adult support

Physical Health and Fitness	Natural World; Community; Outdoor Learning	Developing movement → active participation → understanding healthy lifestyles	PE, Forest School, climbing, balance, cycling, movement breaks, outdoor exploration
Healthy Eating	Independence & Life Skills; Science	Exploring foods → making healthy choices → preparing simple meals	Snack preparation, cooking, food tasting, nutrition discussions, shopping activities
Drugs, Alcohol and Tobacco	Preparing for the Future (developmentally appropriate)	Recognising medicines → understanding substances that help or harm	Medicine safety, recognising household hazards, discussing trusted adults administering medication
Health and Prevention	Independence & Life Skills	Developing self-care → managing personal hygiene independently	Handwashing, dental care, dressing, toileting, hygiene routines, healthy habits
Basic First Aid	Community; Independence & Life Skills	Recognising emergencies → seeking help appropriately	Identifying trusted adults, calling for help, recognising emergency situations, simple first aid awareness
Changing Adolescent Body	Science; Independence & Life Skills	Body awareness → understanding puberty and personal care (where appropriate)	Growth, hygiene, puberty education, menstruation support, emotional changes, body confidence

Mental Wellbeing

Promoting positive mental wellbeing is central to the Homebrook Woods curriculum.

Many pupils experience differences in emotional regulation, anxiety, sensory processing and communication that may affect their ability to recognise, express or manage emotions. Consequently, emotional wellbeing is taught explicitly throughout the school day rather than being confined to individual lessons.

Pupils are supported to:

- identify and name emotions;
- recognise how emotions feel within their bodies;
- communicate feelings using their preferred communication method;
- understand that all emotions are valid;
- develop coping strategies;
- build resilience;
- understand that seeking help is a positive and appropriate response.

Teaching is supported through emotional regulation programmes, therapeutic approaches, sensory strategies, social narratives and consistent adult modelling.

Internet Safety and Harms

As pupils increasingly access digital technology, Homebrook Woods provides age-appropriate and developmentally appropriate teaching to help pupils remain safe online.

Learning focuses upon:

- recognising trusted adults;
- understanding that information online may not always be true;
- protecting personal information;
- recognising unsafe online interactions;
- knowing what to do if something causes worry or confusion;

- understanding that online behaviour should reflect the same respect expected in face-to-face relationships.

Online safety is reinforced through Computing, PSHE, safeguarding activities and ongoing discussions across the curriculum.

Physical Health and Fitness

Physical wellbeing contributes significantly to emotional regulation, confidence, communication and independence.

Daily opportunities for movement are embedded throughout the curriculum and include:

- Physical Education;
- Forest School;
- Outdoor Learning;
- sensory circuits;
- movement breaks;
- fine and gross motor development;
- active play;
- community activities.

Pupils develop increasing awareness of how physical activity supports both physical and emotional wellbeing.

Healthy Eating

Developing healthy eating habits forms an important aspect of preparing pupils for increasing independence.

Children learn about:

- balanced diets;
- trying new foods;
- making healthy choices;
- preparing simple meals;
- food hygiene;

- drinking enough water;
- recognising hunger and thirst;
- developing confidence around mealtimes.

Practical experiences such as snack preparation, cooking activities and shopping provide authentic opportunities for pupils to apply their learning.

Drugs, Alcohol and Tobacco

Teaching within this area is carefully adapted to pupils' developmental understanding.

Rather than focusing upon detailed knowledge of illegal substances, pupils initially develop understanding that:

- medicines should only be given by trusted adults;
- some substances help us when used correctly;
- some substances can be harmful;
- household products should not be touched without adult supervision;
- it is important to ask for help if unsure.

As pupils mature developmentally, learning may extend to understanding the risks associated with alcohol, tobacco and other harmful substances in an age-appropriate manner.

Health and Prevention

Pupils develop practical knowledge and skills that enable them to care for their own health and wellbeing.

Teaching includes:

- handwashing;
- dental hygiene;
- personal hygiene;
- dressing appropriately for the weather;
- sleep and rest;
- healthy routines;

- recognising when they feel unwell;
- understanding when to seek adult help.

These skills are reinforced daily through routines, Independence & Life Skills activities and adult modelling.

Basic First Aid

Children are introduced to simple first aid concepts through practical experiences and discussion.

Learning includes:

- recognising when someone may need help;
- identifying emergencies;
- seeking adult assistance;
- understanding how to contact emergency services (where developmentally appropriate);
- recognising basic hazards;
- developing awareness of how to keep themselves and others safe.

The emphasis is upon recognising situations that require support rather than expecting pupils to administer first aid themselves.

Changing Adolescent Body

As pupils approach the later primary years, Homebrook Woods provides sensitive, personalised teaching relating to growth and body changes.

Learning may include:

- understanding that bodies change as people grow;
- personal hygiene;
- emotional changes;
- puberty;
- menstruation (where appropriate);
- privacy;

- body confidence;
- recognising that everyone develops differently.

Teaching is carefully personalised according to each pupil's developmental stage and readiness to learn. Parents and carers are consulted regarding significant aspects of puberty education to ensure consistency between home and school.

Homebrook Woods does **not** routinely teach non-statutory Sex Education as part of its primary curriculum. Any learning beyond the statutory National Curriculum for Science is delivered sensitively, in partnership with parents and carers, and parents retain the statutory right to withdraw their child from non-statutory Sex Education.

Promoting Health Through Everyday School Life

Health Education is embedded throughout the daily experiences of pupils at Homebrook Woods.

Inspectors visiting the school would expect to see evidence of Health Education through:

- healthy snack routines;
- opportunities for physical activity throughout the day;
- Forest School experiences;
- cooking and food preparation;
- sensory regulation activities;
- emotional regulation programmes;
- visual supports promoting hygiene and independence;
- therapeutic interventions;
- positive role modelling by staff;
- practical opportunities to develop self-care and independence.

This integrated approach ensures that healthy lifestyles, emotional wellbeing and personal care become meaningful, functional skills that pupils can apply confidently beyond the classroom.

10. National Curriculum Science Mapping

Homebrook Woods delivers the statutory National Curriculum for Science within an integrated, experiential curriculum that is carefully adapted to meet the developmental, communication and learning needs of pupils with Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN) and associated SEND.

Learning relating to the human body, growth, life processes and health is delivered through practical experiences, observation, investigation, discussion and real-life application. Teaching is personalised according to pupils' developmental level, communication profile and individual readiness, ensuring that learning is meaningful and accessible.

Where appropriate, scientific learning is reinforced through PSHE, Independence & Life Skills, Outdoor Learning and therapeutic provision, enabling pupils to generalise knowledge across a range of everyday situations.

The National Curriculum for Science provides the statutory basis for learning about the human body and growth within Homebrook Woods. Any additional learning beyond these statutory requirements is addressed through the school's Relationships, Sex and Health Education Policy and delivered sensitively according to individual need.

National Curriculum Science Mapping

National Curriculum Requirement	Homebrook Woods Curriculum Themes	Examples of Learning Experiences
Naming external body parts	Myself & My World	Body awareness activities, songs, mirrors, communication work, dressing routines
Recognising the five senses	Myself & My World; Natural World	Sensory exploration, Forest School, sensory circuits, communication activities
Identifying similarities and differences between humans	Myself & My World; People & Relationships	Identity work, recognising individuality, celebrating diversity, family discussions

Understanding basic needs for health	Independence & Life Skills; Science	Healthy eating, hydration, sleep, exercise, hygiene, wellbeing activities
Recognising that animals (including humans) grow and change	Natural World; Science	Life cycles, caring for living things, observing change over time
Human growth and development	Science; Preparing for the Future	Discussion of growth, photographs over time, recognising how people change
Puberty (Year 5 statutory Science)	Science; Independence & Life Skills	Personalised teaching, hygiene, body changes, emotional changes, menstruation where appropriate

Body Awareness

Developing body awareness forms an important foundation for both Science and safeguarding.

Pupils are supported to:

- recognise parts of their body;
- understand how their bodies help them interact with the world;
- communicate discomfort or pain;
- develop body confidence;
- recognise personal differences;
- understand that everybody is unique.

Teaching is carefully adapted according to communication needs and developmental understanding using visual supports, modelling, AAC, practical activities and sensory exploration.

Growth and Change

Throughout the curriculum, pupils learn that all living things grow and change over time.

Scientific understanding develops progressively through opportunities to:

- observe changes in plants and animals;
- compare babies, children and adults;
- recognise changes within themselves;
- understand that growth is a normal part of life;
- appreciate that everyone develops at their own pace.

These concepts support pupils in developing a positive understanding of human development while reinforcing self-esteem and respect for individual differences.

Healthy Bodies

Scientific learning provides opportunities for pupils to understand how everyday choices influence health and wellbeing.

Teaching includes:

- healthy eating;
- hydration;
- sleep;
- physical activity;
- personal hygiene;
- dental care;
- recognising illness;
- keeping bodies healthy.

Wherever possible, learning is practical and immediately relevant to pupils' daily lives.

Puberty Education

The National Curriculum requires pupils to learn about the changes experienced during puberty as part of Year 5 Science.

At Homebrook Woods, this learning is delivered sensitively, recognising that chronological age may not always reflect developmental readiness.

Teaching may include:

- physical changes associated with puberty;
- emotional changes;
- personal hygiene;
- menstruation (where appropriate);
- changing routines for self-care;
- understanding privacy;
- recognising that everyone develops differently.

Learning is carefully personalised, taking account of:

- developmental stage;
- EHCP outcomes;
- communication profile;
- cognitive understanding;
- sensory needs;
- emotional wellbeing.

Parents and carers are informed about planned learning relating to puberty and are encouraged to work in partnership with the school to ensure consistency between home and school.

Scientific Learning and Safeguarding

Although Science focuses upon understanding the human body and development, Homebrook Woods recognises that this knowledge also contributes significantly to safeguarding.

Developing an understanding of body parts, growth, privacy and personal care enables pupils to:

- communicate more effectively about their own bodies;
- understand personal boundaries;
- recognise when something is wrong;
- seek help from trusted adults;
- participate safely in personal care;
- develop increasing independence.

Scientific knowledge therefore complements Relationships Education and Health Education whilst maintaining clear distinctions between statutory Science content and non-statutory Sex Education.

Progression Through the Curriculum

Scientific understanding relating to the human body develops progressively across the Homebrook Woods curriculum.

Pupils move from:

recognising themselves

↓

to

understanding how their bodies work

↓

to

developing healthy habits

↓

to

recognising growth and change

↓

to

understanding puberty

↓

to

developing increasing independence in personal care and health management.

Throughout this progression, learning remains practical, visual, communication-rich and firmly rooted in real-life experiences.

Evidence of Implementation

Inspectors may see evidence of National Curriculum Science through:

- practical investigations;
- body awareness activities;
- sensory exploration;
- Forest School learning;
- Science journals and photographs;
- communication activities;
- personal care routines;
- cooking and healthy eating sessions;
- pupil discussions;
- observation records;
- curriculum planning;
- medium-term plans;
- EHCP outcomes linked to independence and self-care.

These experiences ensure that pupils develop not only scientific knowledge but also the practical understanding required to care for themselves safely and confidently.

11. Sex Education at Homebrook Woods

Homebrook Woods Position Statement

Homebrook Woods is an independent specialist primary school for children aged 5–11 years. The school is committed to providing a Relationships, Sex and Health Education curriculum that is developmentally appropriate, evidence informed and responsive to the individual needs of pupils with

Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN) and associated SEND.

Relationships Education and Health Education are statutory components of the primary curriculum and are delivered to all pupils through the integrated Homebrook Woods curriculum. In addition, pupils receive the statutory National Curriculum for Science, including learning relating to human growth and development.

Homebrook Woods **does not routinely teach non-statutory Sex Education** as part of its primary curriculum.

However, the school recognises that many pupils require explicit teaching relating to body awareness, personal hygiene, privacy, puberty, consent, personal boundaries and safeguarding in order to remain safe, healthy and increasingly independent. These areas are considered essential aspects of safeguarding and preparation for adulthood and are therefore taught sensitively, individually and in accordance with each pupil's developmental readiness.

The school's approach reflects the understanding that children with SEND may be more vulnerable to abuse, exploitation and misunderstanding due to differences in communication, social understanding and cognitive processing. Consequently, carefully planned teaching relating to body autonomy, consent and personal safety forms an important element of the wider safeguarding curriculum.

Principles Underpinning Teaching

Teaching relating to body changes, personal care and human development is underpinned by the following principles:

Developmentally Appropriate

Teaching is matched to pupils' developmental stage rather than chronological age alone. Staff recognise that pupils progress at different rates and require varying levels of support to understand concepts relating to relationships, health and personal development.

Individualised

Planning takes account of:

- Education, Health and Care Plan (EHCP) outcomes;

- communication profiles;
- sensory needs;
- cognitive understanding;
- emotional maturity;
- cultural and family context;
- therapeutic recommendations.

Learning is personalised to ensure that pupils access information that is meaningful, relevant and appropriate to their individual needs.

Communication-Led

Children are supported to understand and express concepts using their preferred method of communication, including:

- spoken language;
- Augmentative and Alternative Communication (AAC);
- visual symbols;
- communication books;
- signing;
- objects of reference;
- social narratives.

The ability to communicate questions, concerns, discomfort or uncertainty is regarded as a key safeguarding outcome.

Safeguarding-Focused

Teaching always promotes children's ability to:

- recognise unsafe situations;
- communicate concerns;
- understand body ownership;
- identify trusted adults;
- recognise appropriate and inappropriate touch;
- seek help confidently.

These principles ensure that teaching promotes safety without causing unnecessary anxiety or confusion.

What Homebrook Woods Teaches

Although non-statutory Sex Education is not routinely taught, pupils may receive developmentally appropriate learning relating to:

Body Awareness

Including:

- recognising body parts;
 - using correct anatomical vocabulary where appropriate;
 - understanding that bodies are unique;
 - developing positive body awareness.
-

Personal Hygiene

Including:

- washing;
 - hand hygiene;
 - dental care;
 - hair care;
 - dressing;
 - toileting;
 - maintaining personal cleanliness;
 - recognising when support is required.
-

Puberty

Where appropriate, pupils may learn about:

- physical changes during puberty;
- emotional changes;

- menstruation;
- increased personal hygiene;
- developing independence in self-care.

Teaching is carefully adapted according to developmental readiness and delivered in partnership with parents and carers.

Personal Privacy

Pupils learn:

- private body parts;
 - public and private places;
 - personal dignity;
 - privacy during personal care;
 - respecting the privacy of others.
-

Consent and Body Autonomy

Children are explicitly taught that:

- their body belongs to them;
- they can communicate "no" or "stop";
- consent matters in everyday interactions;
- everyone has the right to personal space;
- they should tell a trusted adult if something makes them feel uncomfortable or unsafe.

Teaching is practical, developmentally appropriate and reinforced consistently throughout everyday school life.

Topics Not Routinely Included

Homebrook Woods does not routinely teach detailed non-statutory Sex Education within the primary curriculum, including:

- sexual intercourse;

- contraception;
- sexual relationships;
- sexual behaviour.

Should individual circumstances require additional personalised teaching, this would only be undertaken following careful discussion with parents or carers and with due regard to the child's developmental stage, communication needs and safeguarding requirements.

Parents' Right to Withdraw

Parents and carers have the statutory right to withdraw their child from any aspects of non-statutory Sex Education delivered beyond the National Curriculum for Science.

There is **no right to withdraw** from:

- statutory Relationships Education;
- statutory Health Education;
- the National Curriculum for Science.

Should a parent or carer wish to discuss the curriculum or request withdrawal from any non-statutory Sex Education, they are encouraged to contact the Headteacher. Individual meetings will be arranged to explain the curriculum content, consider parental views and agree appropriate arrangements where applicable.

The school is committed to working collaboratively with families to ensure that teaching remains sensitive, respectful and supportive of each child's individual needs.

Working in Partnership with Parents and Carers

Homebrook Woods recognises that parents and carers are children's first and most important educators.

The school is committed to maintaining open, respectful and transparent communication regarding Relationships, Sex and Health Education.

Parents and carers will be supported through:

- access to the RSHE Policy and Curriculum Mapping Framework;

- opportunities to discuss planned learning;
- information regarding puberty education where appropriate;
- individual consultation where additional personalised teaching is proposed;
- access to learning resources where appropriate;
- opportunities to ask questions or raise concerns.

Where pupils require individual programmes relating to personal care, body awareness or puberty, teaching will be planned collaboratively with parents, carers and relevant professionals to ensure consistency between home and school.

Monitoring and Review

The Headteacher has overall responsibility for ensuring that any teaching relating to Sex Education remains:

- developmentally appropriate;
- compliant with statutory guidance;
- consistent with the ethos and values of Homebrook Woods;
- responsive to individual pupil needs;
- delivered safely by appropriately trained staff;
- subject to regular review in consultation with parents and governors/advisors where appropriate.

The effectiveness of this aspect of the curriculum is monitored through curriculum review, lesson observations, staff supervision, parental feedback and pupil outcomes.

12. Protective Behaviours

Protective Behaviours at Homebrook Woods

At Homebrook Woods, Protective Behaviours form a fundamental component of the Relationships, Sex and Health Education curriculum and are embedded throughout the wider safeguarding curriculum.

The school recognises that children with Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN) and associated SEND may experience increased vulnerability due to differences in communication, social understanding, emotional regulation, cognitive processing and their ability to recognise or report unsafe situations.

Consequently, pupils are explicitly taught the knowledge, understanding and communication skills needed to recognise risk, establish healthy boundaries, communicate concerns and seek support from trusted adults.

Protective Behaviours are not delivered through isolated lessons alone. Instead, they are woven throughout daily routines, communication activities, therapeutic provision, PSHE, Forest School, community learning and every aspect of school life.

The overarching aim is to develop confident, informed and increasingly independent pupils who understand that they have the right to feel safe, respected and listened to.

Homebrook Woods Protective Behaviours Principles

Teaching is based upon the following key principles.

Every child has the right to:

- feel safe;
- be treated with dignity and respect;
- communicate their wishes;
- have their communication understood and valued;
- say "no" or indicate refusal in a manner appropriate to their communication abilities;
- have trusted adults who listen and respond;
- understand personal boundaries;
- receive support when something feels wrong.

These principles underpin all relationships throughout the school and are reinforced consistently by every member of staff.

Developmentally Appropriate Teaching

Protective Behaviours are taught progressively throughout the Homebrook Woods curriculum.

Learning is carefully matched to pupils':

- developmental level;
- communication profile;
- cognitive understanding;
- sensory needs;
- EHCP outcomes;
- previous experiences.

For some pupils, this may involve recognising familiar adults and communicating discomfort through facial expression, gesture or AAC.

For others, it may include understanding consent, recognising manipulation, identifying unsafe situations or communicating concerns independently.

Progression is therefore measured through increasing understanding, communication and independence rather than chronological age alone.

Body Ownership and Body Autonomy

Children are explicitly taught that:

- their body belongs to them;
- their feelings matter;
- they have the right to feel safe;
- they can communicate when something feels uncomfortable;
- trusted adults will listen when they communicate concerns.

Teaching develops pupils' understanding that personal boundaries should be respected and that everyone deserves privacy, dignity and respect.

Learning opportunities include:

- recognising personal space;
- respecting the space of others;

- understanding privacy;
- developing confidence communicating choices;
- recognising situations that require adult support.

Adults model respectful interactions consistently throughout the school day.

Consent

At Homebrook Woods, consent is introduced through everyday experiences long before pupils encounter more complex concepts.

Teaching begins by helping pupils understand that they can:

- make choices;
- express preferences;
- refuse unwanted interactions;
- communicate "yes";
- communicate "no";
- request help;
- change their minds.

For pupils who communicate non-verbally, staff recognise and respect alternative forms of communication including:

- gesture;
- body language;
- facial expression;
- eye gaze;
- communication devices;
- symbols;
- signing.

Adults consistently model asking permission before offering support wherever appropriate, reinforcing pupils' understanding that their communication has meaning and should be respected.

Trusted Adults

Children develop understanding that trusted adults are people who help keep them safe.

Teaching includes recognising:

- family members;
- school staff;
- emergency services;
- healthcare professionals;
- other trusted adults identified within individual support plans.

Pupils learn how to:

- identify trusted adults;
- communicate concerns;
- seek reassurance;
- ask for help;
- recognise situations requiring adult support.

This learning is revisited throughout every curriculum theme.

Public and Private

Children gradually develop understanding of:

- public places;
- private places;
- public behaviour;
- private behaviour;
- private body parts;
- appropriate privacy during personal care.

Teaching is always:

- developmentally appropriate;
- sensitive;

- practical;
- reinforced through everyday routines.

Visual supports, social narratives and role play may be used where appropriate.

Safe and Unsafe Touch

Children are explicitly taught that:

- safe touch helps keep us healthy, comfortable or safe;
- some touch may feel unwanted even when well intended;
- unsafe touch should always be reported to a trusted adult.

Teaching focuses upon developing confidence communicating:

- "stop";
- "no";
- discomfort;
- uncertainty;
- asking for help.

Staff recognise that pupils may communicate these messages in a variety of ways and ensure that all communication is acknowledged and responded to appropriately.

Recognising Unsafe Situations

Learning opportunities help pupils recognise situations that may make them feel:

- worried;
- frightened;
- confused;
- uncomfortable;
- unsafe.

Teaching emphasises that pupils should always communicate these feelings to a trusted adult.

Activities include:

- role play;
- social stories;
- discussion;
- photographs;
- visual scenarios;
- community learning;
- real-life problem solving.

Secrets and Surprises

Children are taught the difference between:

Surprises

which are temporary, exciting and eventually shared,
and

Secrets

which may make someone feel worried, frightened or uncomfortable.

Pupils are encouraged to understand that:

Safe adults never expect children to keep secrets that make them feel uncomfortable.

This concept is revisited regularly throughout the safeguarding curriculum.

Online Safety

Protective Behaviours extend into the digital world.

Children learn to:

- recognise trusted adults online;
- protect personal information;

- communicate concerns about online experiences;
- recognise when something online feels worrying;
- ask for help before responding.

Online safety is taught through Computing, PSHE, safeguarding activities and supported use of technology throughout school life.

Communication as Safeguarding

Communication lies at the heart of Protective Behaviours.

Children cannot keep themselves safe if they are unable to communicate:

- pain;
- discomfort;
- fear;
- uncertainty;
- confusion;
- refusal;
- requests for help.

Consequently, Homebrook Woods prioritises the development of functional communication throughout every aspect of the curriculum.

Staff ensure that every pupil has an effective means of communication appropriate to their individual needs and are supported to use this confidently across different environments.

Communication systems may include:

- spoken language;
- AAC;
- PECS;
- communication books;
- Makaton;
- Objects of Reference;
- symbols;

- visual supports.

Developing communication is therefore viewed as a safeguarding priority rather than solely an educational objective.

Protective Behaviours Across the Curriculum

Rather than being taught in isolation, Protective Behaviours are embedded across the Homebrook Woods curriculum.

Curriculum Theme	Protective Behaviour Opportunities
Myself & My World	Body awareness, recognising feelings, trusted adults, communicating needs.
My Community	Community safety, recognising helpers, road safety, asking for help in public places.
The Natural World	Safe risk-taking, following safety rules, respecting the environment, recognising hazards.
People & Relationships	Friendships, consent, personal boundaries, respectful relationships, recognising emotions in others.
Independence & Life Skills	Personal care, privacy, hygiene, healthy routines, communicating support needs.
Preparing for the Future	Resilience, decision-making, recognising increasing independence while knowing when to seek help.

Creating a Safe Learning Environment

Protective Behaviours are reinforced through the culture of Homebrook Woods.

Adults consistently:

- model respectful relationships;
- use calm, predictable communication;
- listen carefully to pupils;
- respond appropriately to concerns;
- validate children's feelings;

- encourage self-advocacy;
- celebrate communication attempts;
- maintain consistent boundaries;
- reinforce safeguarding messages naturally throughout the school day.

Children therefore experience Protective Behaviours not simply as curriculum content but as part of the lived culture of the school.

Evidence of Protective Behaviours in Practice

Inspectors may observe Protective Behaviours through:

- respectful adult-pupil interactions;
- pupils communicating choices and preferences;
- visual supports promoting consent and personal boundaries;
- communication aids used confidently across school;
- social narratives;
- role-play activities;
- Forest School risk assessments;
- community visits;
- independence and self-care routines;
- emotional regulation programmes;
- safeguarding displays;
- pupil voice activities;
- staff modelling respectful relationships;
- curriculum planning and learning journals.

These experiences provide evidence that Protective Behaviours are embedded across the curriculum and daily life, ensuring pupils develop the understanding and confidence needed to keep themselves safe now and in the future.

13. Communication as the Foundation of Relationships, Safety and Independence

"Children cannot build relationships, communicate consent, express worries or seek help unless they first have an effective means of communication."

Communication at the Heart of Homebrook Woods

Communication underpins every aspect of Relationships, Sex and Health Education at Homebrook Woods.

For many pupils with Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN) and associated SEND, communication differences significantly influence how they understand themselves, interact with others, develop relationships and keep themselves safe.

Consequently, Homebrook Woods does not view communication as a discrete curriculum subject. Instead, it is recognised as the foundation upon which learning, safeguarding, emotional wellbeing, independence and preparation for adulthood are built.

Every interaction throughout the school day is viewed as an opportunity to develop communication.

Every member of staff shares responsibility for supporting pupils to communicate confidently, effectively and authentically using their preferred method of communication.

Why Communication Matters within RSHE

Relationships, Sex and Health Education relies upon communication.

Children need effective communication skills in order to:

- express thoughts and feelings;
- develop friendships;
- make choices;
- communicate likes and dislikes;
- ask questions;
- seek reassurance;
- communicate consent;
- refuse unwanted interactions;

- report worries;
- identify trusted adults;
- describe pain or discomfort;
- participate within their communities;
- advocate for themselves.

Without effective communication, children may experience increased vulnerability, reduced independence and barriers to participating safely within everyday life.

Developing communication is therefore regarded as a safeguarding priority as well as an educational priority.

A Communication-First Approach

Communication is embedded across every curriculum theme, every lesson and every routine.

Adults intentionally create communication-rich environments by:

- modelling language;
- providing visual supports;
- allowing additional processing time;
- recognising all attempts to communicate;
- responding consistently to pupils' communication;
- extending language naturally;
- providing authentic reasons to communicate;
- celebrating communication success.

Teaching is not limited to spoken language. Every pupil is supported to communicate in the way that is most effective for them.

Recognising All Forms of Communication

Homebrook Woods recognises that communication takes many forms.

Pupils may communicate through:

- spoken language;
- Augmentative and Alternative Communication (AAC);
- PECS;
- communication books;
- communication devices;
- Makaton or other signing systems;
- Widgit symbols;
- photographs;
- Objects of Reference;
- gesture;
- body language;
- facial expression;
- eye gaze;
- behaviour.

Staff understand that behaviour often communicates unmet needs, anxiety, confusion, discomfort or attempts to interact.

Rather than asking:

"How do we stop this behaviour?"

staff first consider:

"What is this child trying to communicate?"

This communication-first philosophy underpins every aspect of school life.

Communication and Safeguarding

Communication is one of the most powerful protective factors for children with SEND.

Homebrook Woods therefore explicitly teaches pupils to communicate:

Physical needs

- hunger;

- thirst;
 - pain;
 - illness;
 - tiredness;
 - discomfort.
-

Emotional needs

- happiness;
 - sadness;
 - worry;
 - frustration;
 - anxiety;
 - anger;
 - excitement.
-

Social needs

- wanting to play;
 - needing space;
 - asking for help;
 - requesting a break;
 - joining activities;
 - ending interactions appropriately.
-

Safeguarding needs

Children are explicitly supported to communicate:

- "Stop."
- "No."
- "I don't like that."

- "I need help."
- "I'm worried."
- "I don't understand."
- "Something happened."

Teaching these phrases—or their equivalent using AAC, symbols or gesture—forms an essential part of the Protective Behaviours curriculum.

Communication for Consent

Consent begins with communication.

Children are encouraged to understand that they have the right to:

- make choices;
- change their mind;
- express refusal;
- request support;
- indicate discomfort;
- communicate uncertainty.

Adults consistently model respectful communication by:

- asking permission before offering physical assistance where appropriate;
- acknowledging pupils' responses;
- respecting communication attempts;
- offering meaningful choices;
- explaining routines and expectations.

This consistent modelling helps pupils understand that their communication has value and should be respected by others.

Communication Through the Curriculum

Communication opportunities are intentionally planned throughout every curriculum area.

Curriculum Area	Communication Opportunities
Myself & My World	Expressing preferences, recognising emotions, making choices, requesting help.
My Community	Greeting others, asking questions, communicating safely in public places, requesting information.
The Natural World	Describing observations, sharing curiosity, discussing changes, collaborative exploration.
People & Relationships	Conversation skills, friendship, conflict resolution, turn-taking, recognising others' feelings.
Independence & Life Skills	Functional communication, shopping, cooking, self-care, asking for assistance.
Preparing for the Future	Self-advocacy, explaining needs, problem-solving, communicating confidently within unfamiliar situations.

Communication therefore develops naturally alongside every aspect of Relationships, Sex and Health Education.

Communication Supports

Teaching is adapted through a range of evidence-informed approaches.

These may include:

- SCERTS principles;
- Attention Autism;
- Intensive Interaction;
- TEACCH approaches;
- PECS;
- AAC devices;
- Widgit symbols;
- visual timetables;
- communication boards;
- Colourful Semantics where appropriate;

- social narratives;
- comic strip conversations;
- sensory supports;
- role play;
- video modelling;
- structured language opportunities.

The selection of strategies is informed by each pupil's communication profile, EHCP outcomes and recommendations from Speech and Language Therapists and other professionals.

Communication and Emotional Regulation

Children cannot regulate emotions they cannot communicate.

Consequently, emotional regulation and communication develop together throughout the Homebrook Woods curriculum.

Pupils are supported to:

- recognise emotions;
- identify physical sensations associated with emotions;
- communicate how they feel;
- request regulation strategies;
- recognise when they need support;
- develop increasingly independent coping strategies.

Adults co-regulate alongside pupils before gradually supporting increasing independence.

This approach promotes resilience whilst recognising that emotional regulation develops through secure relationships rather than compliance.

Communication and Preparation for Adulthood

Developing effective communication enables pupils to participate more independently within their communities.

As pupils progress, teaching increasingly focuses upon communication for:

- independence;
- employment-related behaviours;
- community participation;
- problem-solving;
- requesting support;
- expressing opinions;
- decision-making;
- healthy relationships;
- self-advocacy.

These skills contribute directly to the Preparing for Adulthood outcomes identified within the SEND Code of Practice.

Evidence of Communication in Practice

Inspectors visiting Homebrook Woods may observe communication embedded throughout school life through:

- communication-rich classrooms;
- consistent use of AAC and visual supports;
- pupils making meaningful choices;
- staff allowing appropriate processing time;
- adults modelling respectful communication;
- social interaction during Forest School;
- collaborative learning;
- communication targets linked to EHCP outcomes;
- therapeutic interventions;
- pupil voice activities;
- role play and social problem-solving;
- community learning experiences;
- pupils confidently seeking help and expressing their views.

These experiences demonstrate that communication is not an isolated curriculum subject but the thread that connects learning, safeguarding, wellbeing and independence across the entire Homebrook Woods curriculum.

14. Learning Without Boundaries

How Relationships, Sex and Health Education is Embedded Across the Homebrook Woods Curriculum

"Children do not experience learning in separate boxes. At Homebrook Woods, Relationships, Sex and Health Education is experienced through every interaction, every curriculum area and every opportunity to communicate, explore and participate."

An Integrated Curriculum

At Homebrook Woods, Relationships, Sex and Health Education is intentionally woven throughout the curriculum rather than delivered as a discrete subject.

This reflects our belief that children learn best when knowledge and skills are experienced within meaningful contexts and revisited repeatedly across different environments.

Every curriculum area contributes to pupils' understanding of:

- themselves;
- other people;
- relationships;
- communication;
- health and wellbeing;
- safeguarding;
- independence;
- participation within their community.

Consequently, pupils experience consistent messages, repeated opportunities for practice and carefully sequenced progression across all aspects of school life.

This integrated approach supports pupils to generalise learning and apply new skills confidently within real-life situations.

Communication and Language

Communication provides the foundation for all aspects of RSHE.

Children develop the ability to:

- express emotions;
- make choices;
- communicate consent;
- ask questions;
- seek help;
- build friendships;
- solve disagreements;
- advocate for themselves.

Teaching opportunities include:

- conversation;
- AAC;
- PECS;
- social communication groups;
- storytelling;
- role play;
- collaborative learning;
- daily routines.

Without communication there can be no meaningful relationships, safeguarding or independence.

English

Literacy provides rich opportunities for pupils to explore relationships, emotions and identity.

Through carefully selected texts, stories and discussion, children develop understanding of:

- different families;
- friendships;
- kindness;
- diversity;
- fairness;
- empathy;
- emotions;
- resilience;
- problem solving.

Stories provide safe opportunities for pupils to explore complex situations through supported discussion.

Mathematics

Although not traditionally associated with RSHE, mathematics contributes to the development of many important personal and social skills.

Children learn to:

- work collaboratively;
- wait for their turn;
- solve problems together;
- persevere;
- manage frustration;
- celebrate success;
- develop resilience;
- communicate mathematical thinking.

These experiences strengthen confidence, cooperation and emotional regulation.

Science

Science provides opportunities to understand:

- body awareness;
- healthy lifestyles;
- growth;
- life cycles;
- hygiene;
- puberty;
- nutrition;
- exercise.

Scientific learning complements Relationships Education by developing pupils' understanding of themselves and the natural world.

Forest School

Forest School provides one of the richest environments for Relationships, Sex and Health Education.

Children develop:

- teamwork;
- communication;
- resilience;
- confidence;
- safe risk-taking;
- emotional regulation;
- environmental responsibility;
- cooperation;
- respect for others;
- independence.

Natural environments encourage authentic social interaction and problem solving while promoting physical and emotional wellbeing.

Outdoor Learning

Outdoor learning enables pupils to experience:

- challenge;
- resilience;
- cooperation;
- physical wellbeing;
- communication;
- independence;
- confidence;
- responsibility.

Learning within outdoor environments promotes emotional regulation and provides meaningful opportunities for children to apply relationship skills within authentic contexts.

Community Learning

Community learning prepares pupils to participate safely and confidently within the wider world.

Children learn through real-life experiences including:

- road safety;
- travelling safely;
- recognising community helpers;
- shopping;
- handling money;
- ordering food;
- waiting appropriately;
- communicating with unfamiliar people;
- asking for help;
- recognising potential risks.

These experiences significantly strengthen independence and preparation for adulthood.

Independence and Life Skills

Many aspects of Relationships, Sex and Health Education are naturally embedded within daily living.

Children develop increasing independence through learning about:

- personal hygiene;
- dressing;
- healthy eating;
- food preparation;
- organisation;
- self-care;
- responsibility;
- household routines;
- making choices;
- problem solving.

These skills contribute directly to pupils' confidence and future independence.

Physical Education

Physical Education contributes to both physical and emotional wellbeing.

Children develop:

- body awareness;
- teamwork;
- resilience;
- confidence;
- cooperation;
- understanding of healthy lifestyles;

- respect for rules;
- managing success and disappointment.

Physical activity also supports sensory regulation and emotional wellbeing for many pupils.

Creative Arts

Art, music and expressive activities provide opportunities for pupils to:

- communicate emotions;
- express identity;
- develop confidence;
- celebrate individuality;
- work collaboratively;
- appreciate different perspectives;
- experience success.

Creative activities frequently provide an alternative means of communication for pupils who find spoken language challenging.

Therapeutic Provision

Therapeutic approaches are interwoven throughout the curriculum and contribute significantly to pupils' personal development.

Through therapeutic support, pupils develop:

- emotional literacy;
- co-regulation;
- resilience;
- self-awareness;
- confidence;
- communication;
- coping strategies;
- emotional safety.

Therapeutic provision therefore complements the wider RSHE curriculum by strengthening pupils' capacity to participate successfully in learning and relationships.

Daily Routines

Some of the most important Relationships, Sex and Health Education learning occurs during ordinary moments throughout the school day.

These include:

- greeting others;
- choosing activities;
- snack and lunchtime routines;
- transitions;
- play;
- personal care;
- tidying shared spaces;
- celebrating achievements;
- resolving disagreements;
- preparing for home time.

These everyday experiences provide authentic opportunities for pupils to apply communication, independence and relationship skills within meaningful contexts.

Learning Through Relationships

At Homebrook Woods, adults are recognised as the most important resource within the curriculum.

Positive, trusting relationships between adults and pupils provide the foundation for learning.

Adults intentionally model:

- respectful communication;
- empathy;

- kindness;
- curiosity;
- emotional regulation;
- problem solving;
- conflict resolution;
- healthy boundaries;
- encouragement;
- reflective thinking.

Children therefore learn about relationships by experiencing high-quality relationships every day.

Homebrook Woods Curriculum Thread

Rather than existing as separate curriculum subjects, each area contributes towards a common purpose:

Developing confident communicators who understand themselves, build positive relationships, keep themselves safe and participate successfully within their communities.

This shared purpose ensures that Relationships, Sex and Health Education is experienced consistently throughout every lesson, every interaction and every opportunity to learn.

15. Evidence of Implementation

"A well-designed curriculum only has impact when it is experienced consistently by every child, every day."

Implementation at Homebrook Woods

At Homebrook Woods, Relationships, Sex and Health Education is not viewed as a collection of individual lessons but as an integral part of the lived experience of every pupil.

Implementation is therefore evaluated not only through curriculum planning but through the quality of relationships, communication, daily routines and meaningful experiences that children encounter throughout school life.

Evidence of implementation can be observed across every aspect of the school and provides inspectors, parents and professionals with confidence that the curriculum is being delivered consistently and effectively.

What You Will See

Visitors to Homebrook Woods should expect to observe Relationships, Sex and Health Education embedded naturally throughout the school day.

Evidence may include:

Communication-rich environments

Where pupils:

- communicate confidently using their preferred communication method;
- make meaningful choices;
- ask questions;
- express emotions;
- request help;
- engage in purposeful conversation;
- interact positively with peers and adults.

Adults consistently model high-quality communication, allow appropriate processing time and respond respectfully to every communication attempt.

Positive Relationships

Inspectors should observe:

- warm, respectful adult-pupil relationships;
- consistent boundaries;
- emotionally available adults;
- pupils who feel safe approaching adults;
- collaborative learning;
- positive peer interactions;

- restorative approaches following disagreements.

Relationships are recognised as the foundation upon which all learning is built.

Emotional Wellbeing

Evidence may include:

- emotional regulation resources;
- Zones of Regulation (or equivalent approaches);
- sensory regulation opportunities;
- calm spaces;
- pupils requesting regulation strategies;
- adults co-regulating with pupils;
- consistent emotional vocabulary across the school.

Staff recognise that emotional regulation is taught through relationships rather than behaviour management alone.

Independence

Children should be observed:

- making choices;
- preparing food;
- organising belongings;
- managing personal hygiene where appropriate;
- participating in classroom routines;
- travelling safely around school;
- taking increasing responsibility for their learning.

Adults provide the appropriate level of support while promoting independence and self-confidence.

Protective Behaviours

Evidence may include pupils:

- identifying trusted adults;
- understanding personal boundaries;
- communicating consent or refusal;
- asking for help;
- recognising unsafe situations;
- using safeguarding vocabulary confidently.

Staff consistently reinforce safeguarding messages throughout everyday learning.

Community Learning

Visitors may observe:

- educational visits;
- shopping activities;
- road safety;
- using public facilities;
- communicating with unfamiliar adults appropriately;
- practising independence within authentic contexts.

These opportunities enable pupils to generalise learning beyond the classroom.

Forest School and Outdoor Learning

Evidence may include:

- collaborative problem solving;
- supported risk-taking;
- teamwork;
- resilience;

- communication;
- leadership opportunities;
- emotional regulation in natural environments.

Outdoor learning provides authentic opportunities for children to apply relationship and communication skills within meaningful situations.

Documentary Evidence

Implementation is further evidenced through high-quality documentation.

Inspectors may review:

Curriculum Documentation

- Long-term curriculum plans
 - Annual curriculum overview
 - Schemes of work
 - Medium-term planning
 - Weekly planning
 - Daily timetables
 - Curriculum progression documents
 - Subject leadership records
-

Individual Pupil Documentation

Implementation is also demonstrated through:

- Education, Health and Care Plans (EHCPs)
- Provision maps
- Individual communication profiles
- Risk assessments
- Behaviour support plans
- Therapeutic recommendations
- Individual learning targets

- Annual Review documentation

These records demonstrate how curriculum expectations are personalised according to each pupil's needs.

Assessment Evidence

Inspectors may also review:

- observational assessment;
- learning journals;
- annotated photographs;
- examples of pupil work;
- communication records;
- independence records;
- pupil progress meetings;
- teacher assessments;
- developmental tracking.

Assessment focuses upon meaningful progress rather than comparison with age-related expectations.

Communication Evidence

Evidence may include:

- AAC systems;
- communication books;
- PECS;
- communication devices;
- visual supports;
- symbol resources;
- social narratives;
- comic strip conversations;

- communication targets;
- Speech and Language recommendations.

These demonstrate how communication is embedded throughout the curriculum.

Safeguarding Evidence

Protective Behaviours are evidenced through:

- safeguarding curriculum planning;
- online safety activities;
- behaviour records;
- pupil voice;
- safeguarding displays;
- trusted adult work;
- social stories;
- role play;
- curriculum resources.

Parent Partnership

Implementation is strengthened through partnership with families.

Evidence may include:

- parent consultation records;
- home-school communication;
- annual reviews;
- curriculum information;
- parent workshops;
- feedback questionnaires;
- review meetings.

Parents are recognised as essential partners in supporting children's learning.

Learning Beyond Lessons

At Homebrook Woods, some of the most significant learning occurs outside formal teaching sessions.

Relationships, communication, wellbeing and safeguarding are reinforced continuously through:

- arrival and departure routines;
- snack and lunchtime;
- transitions;
- personal care;
- outdoor play;
- problem-solving;
- unexpected situations;
- celebration assemblies;
- community visits;
- conversations with adults and peers.

These experiences provide rich opportunities for pupils to apply knowledge within authentic contexts, promoting generalisation and increasing independence.

Quality of Adult Interactions

One of the strongest indicators of successful implementation is the quality of interactions between adults and pupils.

Inspectors should expect to observe adults who:

- know pupils exceptionally well;
- adapt communication to individual need;
- model respectful relationships;
- encourage independence;
- celebrate communication;

- scaffold learning appropriately;
- recognise behaviour as communication;
- maintain high expectations while providing appropriate support.

The consistency of these interactions ensures that Relationships, Sex and Health Education is experienced throughout every aspect of school life.

Homebrook Woods Evidence Framework

Implementation is evidenced through the interaction of five interconnected elements.

Curriculum	Practice	Assessment	Partnership	Outcomes
Curriculum planning	Daily teaching	Observations	Parents and carers	Increasing independence
Schemes of work	Relationships	Learning journals	Professionals	Improved communication
Progression maps	Communication	EHCP reviews	Multi-agency working	Emotional wellbeing
Policies	Safeguarding	Assessment records	Community partnerships	Preparation for adulthood

Together, these elements demonstrate that the curriculum is implemented consistently, monitored effectively and adapted continuously to meet the needs of every pupil.

Bringing Implementation to Life

Ultimately, implementation is measured not by the number of lessons delivered but by the experiences children have every day.

A visitor to Homebrook Woods should leave with the clear impression that Relationships, Sex and Health Education is not confined to a policy or timetable.

Instead, it is visible:

- in every conversation;
- in every respectful interaction;
- in every opportunity to communicate;

- in every relationship;
- in every act of kindness;
- in every moment of independence;
- and in every child's growing confidence to understand themselves, connect with others and participate safely in the world around them.

16. Monitoring, Evaluation and Impact

"A successful curriculum is measured not only by what is planned, but by what children know, understand, experience and become."

Monitoring the Quality of Relationships, Sex and Health Education

Homebrook Woods is committed to ensuring that Relationships, Sex and Health Education remains relevant, meaningful and responsive to the changing needs of pupils, families and the wider community.

Monitoring is an ongoing process that evaluates not only curriculum coverage but also the quality of teaching, the effectiveness of communication, the lived experiences of pupils and the impact of learning on pupils' safety, wellbeing and independence.

The Proprietor and Headteacher has overall responsibility for monitoring the quality of RSHE across the school, supported by the wider leadership team, specialist professionals and the Homebrook Woods Professional Advisory Board.

Monitoring activities include:

- curriculum reviews;
- scrutiny of long and medium-term planning;
- lesson observations;
- learning walks;
- pupil discussions and pupil voice;
- work scrutiny, including practical and photographic evidence;
- staff supervision and professional dialogue;
- review of EHCP outcomes;
- parent and carer feedback;

- safeguarding monitoring;
- annual policy review.

Monitoring focuses upon both statutory compliance and the extent to which the curriculum reflects the values, ethos and aspirations of Homebrook Woods.

Evaluating Curriculum Implementation

Evaluation considers whether Relationships, Sex and Health Education is consistently embedded across the curriculum rather than confined to individual lessons.

Leaders evaluate:

- the quality of adult-pupil interactions;
- the consistency of communication approaches;
- opportunities for pupils to make meaningful choices;
- the promotion of independence;
- pupils' understanding of safeguarding and personal safety;
- the effectiveness of SEND adaptations;
- accessibility of learning for all pupils;
- consistency of expectations across curriculum areas.

Particular attention is given to ensuring that communication remains central to learning and that pupils are provided with frequent opportunities to apply knowledge in authentic contexts.

Measuring Impact

At Homebrook Woods, the impact of Relationships, Sex and Health Education is evaluated through meaningful changes in pupils' knowledge, confidence, communication and independence rather than solely through formal assessment.

Leaders recognise that progress for many pupils is gradual and may be demonstrated through increasing confidence, participation and application of learning across different contexts.

Evidence of impact may include:

Communication

Pupils increasingly:

- express preferences;
 - communicate feelings;
 - ask for help;
 - advocate for themselves;
 - communicate consent or refusal;
 - participate confidently within conversations.
-

Relationships

Pupils increasingly:

- develop friendships;
 - cooperate with others;
 - demonstrate empathy;
 - resolve disagreements with support;
 - respect boundaries;
 - participate positively within groups.
-

Emotional Wellbeing

Pupils increasingly:

- recognise emotions;
 - use emotional vocabulary;
 - request regulation strategies;
 - demonstrate resilience;
 - manage transitions;
 - develop confidence.
-

Independence

Pupils increasingly:

- complete personal care routines;
 - make healthy choices;
 - prepare food safely;
 - organise belongings;
 - participate confidently within the community;
 - solve everyday problems.
-

Safeguarding

Pupils increasingly:

- identify trusted adults;
 - recognise unsafe situations;
 - understand personal boundaries;
 - communicate concerns;
 - apply Protective Behaviours learning;
 - make safer decisions.
-

Sources of Evidence

Impact is evaluated through a range of qualitative and quantitative evidence, including:

- ongoing teacher assessment;
- developmental progression through Levels A–F;
- EHCP outcomes;
- provision reviews;
- annual reviews;
- learning journals;
- pupil voice;

- parent and carer feedback;
- behaviour and safeguarding records;
- attendance and engagement;
- therapeutic reports;
- professional observations.

No single source of evidence is used in isolation. Instead, leaders consider the whole child, recognising that meaningful progress is often demonstrated through increasing participation, confidence and independence across everyday life.

Continuous Improvement

Homebrook Woods is committed to continual reflection and improvement.

The curriculum is reviewed annually, or sooner if required, to ensure that it:

- reflects current statutory guidance;
- remains responsive to pupils' changing needs;
- incorporates current research and evidence-informed practice;
- continues to promote safeguarding, wellbeing and preparation for adulthood;
- reflects feedback from pupils, parents, staff and professionals.

This commitment to continual improvement ensures that Relationships, Sex and Health Education remains dynamic, relevant and centred upon the needs of every child.

17. Linked Policies

This framework should be read alongside the following Homebrook Woods policies and curriculum documents:

Safeguarding and Child Protection Policy

Curriculum Policy

Behaviour and Relational Support Policy

Admissions and Placement Suitability Policy

Equality, Diversity and Inclusion Policy

Online Safety Policy

Attendance Policy

Accessibility Plan

Personal Care and Intimate Care Policy

First Aid and Supporting Pupils with Medical Needs Policy

Health and Safety Policy

Positive Handling Policy

Complaints Policy

Privacy Notice

Relationships, Sex and Health Education (RSHE) Policy

Long-Term Curriculum Plan

Annual Curriculum Overview

Subject Schemes of Work

Communication Frameworks

Community Learning Programme

18. The Homebrook Woods Commitment

"Relationships are learned through relationships."

At Homebrook Woods, we believe that Relationships, Sex and Health Education is far more than a statutory curriculum requirement.

It is woven through every conversation, every relationship, every learning experience and every opportunity for children to discover themselves and the world around them.

We believe that children learn about trust because they experience trusted adults.

They learn about kindness because kindness is consistently modelled.

They learn about respect because they are respected.

They learn about communication because their voice—whether spoken, signed, symbolised or communicated through alternative means—is recognised, valued and responded to.

They learn about consent because adults acknowledge their choices, respect their boundaries and demonstrate that every form of communication has meaning.

They learn about emotional wellbeing because they are supported to understand their feelings, develop coping strategies and experience adults who remain calm, compassionate and emotionally available.

They learn about healthy relationships because they experience relationships that are safe, predictable and nurturing.

They learn about independence because adults believe in their potential, encourage curiosity, celebrate success and provide opportunities to take increasing responsibility for themselves and their learning.

Above all, they learn that they matter.

For many of our pupils, these experiences will become the foundations upon which future relationships, personal safety, emotional wellbeing and participation within their communities are built.

Our ambition is not simply to teach children about relationships, health and personal development.

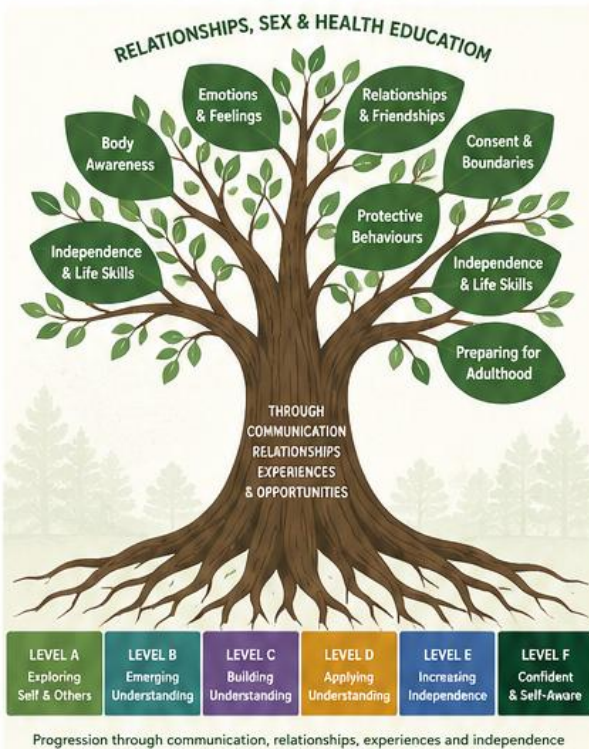
Our ambition is to create a school where these values are experienced every day, in every classroom, in every interaction and by every child.

By embedding communication, safeguarding, emotional wellbeing and independence throughout the curriculum, Homebrook Woods seeks to equip every pupil with the confidence, understanding and resilience needed to flourish both now and in the future.

This commitment sits at the heart of everything we do and reflects our unwavering belief that every child deserves to be understood, respected, valued and empowered to lead a safe, healthy and fulfilling life.



APPENDIX 1: VISUAL PROGRESSION DIAGRAM



APPENDIX 2: PROTECTIVE BEHAVIOURS PROGRESSION MATRIX

PROTECTIVE BEHAVIOUR STRAND	LEVEL A Exploring Self & Others	LEVEL B Emerging Understanding	LEVEL C Building Understanding	LEVEL D Applying Understanding	LEVEL E Increasing Independence	LEVEL F Confident & Self-Aware
Body Awareness & Autonomy	Identifies body parts with support.	Recognises private parts. Needs support with privacy.	Understands body belongs to them.	Understands privacy rules in simple terms.	Respects privacy of self and others.	Confidently advocates for own privacy and others'.
Consent	Experiences choice in everyday routines.	Understands 'yes' and 'no' with visuals or AAC.	Understands everyone has choices.	Can give, refuse and withdraw consent in simple situations.	Understands consent in more complex situations.	Advocates for self and others in a range of contexts.
Trusted Adults	Recognises familiar adults.	Identifies trusted adults in school.	Knows some adults are there to help.	Asks for help from trusted adults.	Seeks help independently in different settings.	Independently identifies and approaches trusted adults.
Communication of Concerns	Uses preferred method to express needs.	Communicates feelings with support.	Communicates worries using speech, AAC or visuals.	Communicates clearly when something feels wrong.	Describes situations and asks for help independently.	Confidently communicates and seeks support from others.
Boundaries & Private Situations	Experiences simple boundaries with support.	Understands basic rules (e.g. privacy, personal space).	Understands some boundaries and safe/unsafe.	Understands secrets, unsafe touch and personal boundaries.	Applies boundaries in different contexts.	Consistently applies boundaries and supports others.
Self-Advocacy & Independence	Makes choices with support.	Begins to ask for help and encouragement.	Makes choices and asks for help.	Makes safe choices with guidance.	Makes decisions and speaks up for self.	Independently advocates for self and others.
Online Safety	Explores technology with adult support.	Knows some rules for using technology.	Recognises safe vs unsafe online with support.	Asks for help if something online feels worried.	Applies online safety rules independently.	Confidently uses technology safely and helps others.

APPENDIX 3: STATUTORY CURRICULUM MAPPING MATRIX

CURRICULUM AREA	RELATIONSHIPS EDUCATION				HEALTH EDUCATION				SEX EDUCATION	SCIENCE	PROTECTIVE BEHAVIOURS (Non-statutory but essential)
	Families & People Who Care for Me	Caring Friendships	Respectful Relationships	Online Relationships	Mental Wellbeing	Internet Safety & Harms	Physical Health & Fitness	Healthy Eating	Changing Me	Working Scientifically & Biology	
Myself & My World	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
My Community	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The Natural World					✓		✓	✓		✓	✓
People & Relationships	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Independence & Life Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Preparing for the Future	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

KEY: ✓ = Explicit teaching mapped within curriculum. Implicit learning woven throughout all curriculum areas, communication opportunities and daily life.

APPENDIX 4: VOCABULARY PROGRESSION

VOCABULARY THEME	LEVEL A Exploring Self & Others	LEVEL B Emerging Understanding	LEVEL C Building Understanding	LEVEL D Applying Understanding	LEVEL E Increasing Independence	LEVEL F Confident & Self-Aware
Emotions	happy, sad, angry, excited	worried, surprised, frustrated, calm	proud, confused, embarrassed, jealous	anxious, nervous, disappointed, content	overwhelmed, resilient, empathetic, grateful	self-aware, reflective, regulated, confident
Relationships	friend, adult, family	friendly, kind, share, help	trust, respect, coach, peer, listen	teamwork, loyalty, fair, cooperate	considerate, boundary, compromise, resolve	supportive, positive, respectful, independent
Body & Health	body, head, arm, leg	clean, wash, brush, sleep, eat	healthy, exercise, energy, thirsty	hygiene, medicine, growth, illness	nutrition, wellbeing, relaxation, stamina	balanced, fitness, mental health, self-care
Consent & Boundaries	mine, yours, personal space	yes, no, like, don't like	choice, privacy, permission	consent, boundary, comfortable	respect, trust, withdraw	autonomy, advocate, assertive
Safety	safe, unsafe, help.	adult, stop, danger	trusted adult, secret, surprise	risk, online safety, warning	report, protect, privacy, support	resilience, self-advocacy, safety plan
Independence	I, me, my turn	choice, try, need help	independent, responsible, self-care	manage, organise, plan	decision, problem solve, responsibility	self-advocate, achieve, independent

Vocabulary is taught explicitly, modelled continually and revisited across all curriculum areas through communication opportunities, visuals, stories and real-life experiences.

APPENDIX 5: DAILY OPPORTUNITIES MATRIX

DAILY ROUTINE / CONTEXT	RSHE LEARNING OPPORTUNITIES
Arrival & Greeting	- Communication, choice, emotional check-in - Building positive relationships - Feeling safe and welcome
Snack & Lunchtime	- Healthy eating, table manners - Turn-taking, conversation, sharing - Independence, self-care, respect
Learning Activities	- Collaboration, communication, problem-solving - Respectful listening, resilience - Making choices, expressing views
Transitions	- Managing change, routines, independence - Asking for help, emotional regulation - Following instructions, cooperation
Outdoor Play / Forest School	- Teamwork, risk management, resilience - Safe exploration, environmental responsibility - Communication, conflict resolution
Personal Care	- Hygiene, privacy, body awareness - Boundaries, consent, independence - Self-care, dignity, respect
Community Learning	- Road safety, interacting with others - Asking for help, online safety - Independence, life skills, confidence
Home Time	- Reflection, emotional check-out - Celebrating success, communication - Safe transitions, relationships with families

