



HOMEBROOK WOODS

Relationships, Sex and Health Education (RSHE) Policy

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1. Policy Statement

Homebrook Woods is committed to providing a safe, nurturing and communication-rich environment where every child is supported to develop healthy relationships, understand themselves, keep themselves safe and prepare for an increasingly independent future.

Relationships, Sex and Health Education (RSHE) forms an integral part of our wider curriculum and reflects our vision of enabling children with Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN) and associated SEND to flourish socially, emotionally, physically and academically.

At Homebrook Woods, RSHE is not viewed as a discrete subject taught in isolation. Instead, it is embedded throughout daily life, therapeutic practice, communication opportunities and meaningful learning experiences. Learning is planned according to pupils' developmental stage, communication profile, lived experiences and individual needs, rather than chronological age alone, ensuring that teaching is accessible, meaningful and appropriately sequenced for every pupil.

Through carefully planned teaching and consistent modelling by adults, pupils develop the knowledge, understanding, confidence and communication skills needed to:

- build positive, respectful relationships;
- understand themselves and others;
- recognise and communicate their feelings;
- understand personal boundaries and consent;
- make healthy choices;
- recognise risks and seek help when needed;
- develop independence and self-advocacy; and
- prepare successfully for adulthood.

Our curriculum is personalised and developmental rather than solely age-related. We recognise that pupils progress at different rates and that effective RSHE teaching for children with SEND requires repetition, explicit teaching, visual supports, practical experiences and frequent opportunities to generalise learning across different contexts.

The Homebrook Woods RSHE curriculum is underpinned by our values of:

- Safety
- Respect
- Communication
- Kindness
- Independence
- Inclusion

These values are woven throughout every aspect of school life and reinforce our commitment to safeguarding, wellbeing and positive relationships.

2. Vision and Aims

The purpose of RSHE at Homebrook Woods is to equip pupils with the knowledge, skills and understanding they need to live healthy, safe and fulfilling lives.

Our curriculum aims to enable every pupil to:

Develop Self-Awareness

Pupils will learn to:

- understand themselves as unique individuals;
- recognise and communicate feelings and emotions;
- understand their strengths and needs;
- develop confidence and self-esteem;
- understand how their bodies grow and change.

Build Positive Relationships

Pupils will learn to:

- develop friendships;
- understand different types of relationships;
- communicate effectively with others;
- show empathy and kindness;
- resolve conflict appropriately;
- understand respect and fairness.

Keep Safe

Pupils will learn to:

- understand body ownership and privacy;
- recognise safe and unsafe situations;
- understand consent in developmentally appropriate ways;
- identify trusted adults;
- know how and when to ask for help;
- stay safe both offline and online.

Promote Health and Wellbeing

Pupils will learn to:

- make healthy lifestyle choices;
- develop personal hygiene skills;
- understand physical and emotional wellbeing;
- recognise how healthy routines support learning;
- understand puberty and body changes when developmentally appropriate.

Develop Independence

Pupils will learn to:

- make informed choices;
- solve problems;
- communicate preferences;
- develop life skills;
- become increasingly independent;
- prepare for adulthood and community participation.

3. Legal Framework

This policy has been developed in accordance with:

- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Department for Education Statutory Guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (updated 2021)
- Equality Act 2010
- Children Act 1989 and 2004
- Keeping Children Safe in Education (current edition)
- SEND Code of Practice (2015)
- Independent School Standards Regulations (current version)
- The Equality Act 2010
- Human Rights Act 1998
- UN Convention on the Rights of the Child

Homebrook Woods meets all statutory requirements for Relationships Education and Health Education.

As a primary-aged specialist provision, Homebrook Woods does not teach non-statutory Sex Education beyond what is appropriate for pupils' developmental needs, except where this supports safeguarding, personal safety, body awareness or preparation for puberty. Any additional non-statutory Sex Education is delivered sensitively, in a developmentally appropriate manner, and in accordance with statutory guidance.

4. Guiding Principles

RSHE at Homebrook Woods is built upon the following principles:

Child-centred

Learning begins from each child's developmental stage, communication profile and individual needs.

Communication First

Children are supported to understand and express their thoughts, emotions and concerns using speech, AAC, symbols, visuals, signing or other preferred communication methods.

Safeguarding Led

RSHE contributes directly to safeguarding by enabling pupils to recognise unsafe situations, understand consent and boundaries, communicate worries and seek help from trusted adults.

Neurodiversity Affirming

Teaching respects neurodiversity and promotes positive self-identity, recognising autism and other differences as valued aspects of individual identity rather than deficits.

Developmental Progression

Learning is carefully sequenced using the Homebrook Woods developmental progression framework, allowing pupils to revisit concepts repeatedly as their understanding develops.

Embedded Learning

RSHE is taught explicitly where appropriate but is also woven throughout everyday routines, therapeutic interventions, play, outdoor learning, communication opportunities and community experiences.

Partnership with Families

Parents and carers are recognised as children's first educators. Homebrook Woods works collaboratively with families to ensure consistent messages and support children's development across home and school.

5. Curriculum Content

The Homebrook Woods RSHE curriculum is carefully sequenced using a developmental progression model that enables pupils to revisit and consolidate key concepts over time. Learning is personalised according to each pupil's developmental stage, communication profile, cognitive understanding and individual Education, Health and Care Plan (EHCP) outcomes, rather than being determined solely by chronological age.

The curriculum is delivered through six interconnected themes which underpin learning across the school:

- Myself & My World
- My Community
- The Natural World
- People & Relationships

- Independence & Life Skills
- Preparing for the Future

These themes provide meaningful contexts through which pupils develop knowledge, understanding and practical skills relating to:

- healthy relationships;
- friendships and family life;
- communication and emotional literacy;
- consent and personal boundaries;
- body awareness and personal care;
- physical and mental wellbeing;
- healthy lifestyles;
- online safety;
- personal safety and risk awareness;
- independence and decision-making;
- citizenship and community participation; and
- preparation for adulthood.

The detailed curriculum sequence, progression framework, statutory mapping and assessment guidance are contained within the [Homebrook Woods Relationships Sex and Health Education Curriculum Mapping Progression and Implementation Framework.pdf](#) which forms the supporting implementation document for this policy.

6. Delivery of RSHE

At Homebrook Woods, RSHE is embedded throughout the school day rather than being delivered solely as a discrete curriculum subject.

Pupils learn through:

- planned RSHE learning activities;
- communication-rich teaching;
- therapeutic interventions;
- social interaction and play;
- Forest School and outdoor learning;
- personal care routines;
- community visits;
- life skills activities;
- sensory regulation opportunities;
- restorative conversations;
- daily routines and transitions; and
- meaningful real-life experiences.

Staff explicitly teach key concepts while also recognising and responding to naturally occurring learning opportunities throughout the day.

Teaching approaches are carefully adapted to meet pupils' individual communication and learning needs and may include:

- visual supports;
- social stories;
- symbols and visual schedules;
- AAC systems;
- role play;
- modelling;
- video modelling;
- structured discussion;
- practical activities;
- sensory experiences; and
- repetition and overlearning.

Learning takes place in an emotionally safe environment where pupils are encouraged to ask questions, express opinions and communicate worries confidently.

7. Protective Behaviours

Protective Behaviours form a central element of the Homebrook Woods curriculum and underpin our safeguarding approach.

Children are explicitly taught the knowledge, language and practical skills required to:

- understand body ownership and privacy;
- recognise safe and unsafe situations;
- understand consent and personal boundaries;
- identify trusted adults;
- communicate worries and concerns;
- recognise unsafe secrets;
- seek help appropriately;
- develop self-advocacy; and
- make increasingly independent decisions to keep themselves safe.

Protective Behaviours are revisited regularly throughout the curriculum using developmentally appropriate teaching approaches and are reinforced through everyday routines and interactions.

The Homebrook Woods [RSHE - Protective Behaviours Progression Matrix.pdf](#) provides a clear developmental framework which supports consistent teaching across the school.

8. Relationships Education

Relationships Education is statutory for all primary-aged pupils.

At Homebrook Woods, pupils learn about:

- families and those who care for them;
- caring friendships;
- respectful relationships;
- kindness and empathy;
- communication and cooperation;
- resolving disagreements;
- recognising healthy and unhealthy relationships;
- respecting differences;
- belonging within communities;
- online relationships;
- seeking help when worried; and
- building positive relationships throughout life.

Learning is personalised to ensure pupils understand relationship concepts in meaningful and functional ways that support everyday life.

9. Health Education

Health Education is delivered through practical experiences and explicit teaching, enabling pupils to develop knowledge and skills that promote lifelong wellbeing.

Learning includes:

- emotional wellbeing;
- recognising and managing feelings;
- resilience;
- healthy eating;
- exercise and physical health;
- sleep and healthy routines;
- personal hygiene;

- oral health;
- medicines and keeping safe;
- puberty (when developmentally appropriate);
- mental health and wellbeing;
- internet safety;
- healthy lifestyles; and
- seeking help when needed.

Teaching reflects pupils' developmental understanding and individual needs.

10. Non- Statutory Sex Education

Homebrook Woods fulfils all statutory requirements relating to Relationships Education, Health Education and the National Curriculum for Science.

Homebrook Woods does not routinely teach non-statutory Sex Education.

Where the school determines that additional non-statutory Sex Education is appropriate, this will only be taught where it:

- is developmentally appropriate;
- supports pupils' understanding of body changes during puberty;
- promotes safeguarding and personal safety;
- supports individual EHCP outcomes or personalised curriculum planning; or
- has been identified as appropriate following discussion with parents, carers and relevant professionals.

Teaching will always be delivered sensitively, using appropriate language, visual supports and communication strategies matched to pupils' individual developmental and communication needs.

Parents and carers will be informed where any non-statutory Sex Education is planned.

11. Meeting the Needs of Pupils with SEND

Homebrook Woods is a specialist independent school for children aged 5–11 with Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN) and associated SEND.

We recognise that pupils with SEND are statistically more vulnerable to abuse, exploitation, unhealthy relationships and online harm. They may also require more explicit teaching, greater repetition and personalised approaches to develop understanding of relationships, consent, personal safety and healthy decision-making.

Our RSHE curriculum is therefore carefully adapted to ensure every pupil can access learning at an appropriate developmental level.

Teaching is personalised through:

- individual EHCP outcomes;
- developmental rather than chronological progression;
- differentiated learning objectives;
- visual supports and symbols;
- Augmentative and Alternative Communication (AAC);
- practical and experiential learning;
- repetition and overlearning;
- structured routines;
- social stories;
- sensory-informed teaching approaches; and
- therapeutic support where appropriate.

Progress is assessed against individual starting points, ensuring pupils develop increasing confidence, understanding and independence over time.

No pupil is excluded from RSHE because of their SEND. Instead, teaching is adapted so that every child can participate meaningfully and safely.

12. Safeguarding

RSHE contributes significantly to the safeguarding culture at Homebrook Woods.

Homebrook Woods recognises that children with SEND are statistically at greater risk of abuse, exploitation, coercion and online harm. The RSHE curriculum therefore places particular emphasis on developing pupils' understanding of consent, personal boundaries, trusted relationships, communication, self-advocacy and recognising when and how to seek help.

Teaching enables pupils to:

- recognise when something feels unsafe;
- understand personal boundaries;

- identify trusted adults;
- understand body ownership;
- recognise inappropriate behaviour;
- develop consent and communication skills;
- understand online risks;
- report worries or concerns; and
- know how to access help.

Staff understand that disclosures relating to safeguarding may arise during RSHE lessons or everyday conversations.

Any safeguarding concerns will be managed in accordance with the [Homebrook Woods Safeguarding and Child Protection Policy 26-27.pdf](#).

Staff will never promise confidentiality where a child may be at risk of harm and will follow the school's safeguarding procedures immediately.

RSHE teaching is delivered within a safe, respectful and supportive environment where pupils are encouraged to communicate openly and seek help whenever they need it.

13. Confidentiality

Homebrook Woods aims to create an environment in which pupils feel safe to ask questions and discuss issues appropriately.

Ground rules are established to promote respectful discussion while protecting pupils' privacy and dignity.

Staff will:

- answer questions honestly and in an age- and developmentally appropriate manner;
- use correct anatomical vocabulary where appropriate;
- avoid personal disclosure;
- challenge misinformation sensitively;
- encourage pupils to discuss questions with trusted adults where appropriate; and
- always act in accordance with safeguarding procedures.

Where a pupil discloses information indicating that they or another person may be at risk of harm, staff will follow the school's safeguarding procedures and inform the Designated Safeguarding Lead without delay.

14. Working in Partnership with Parents and Carers

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

We believe that positive partnerships between home and school support children to develop healthy relationships, confidence and independence.

The school will:

- make this policy available to all parents and carers;
- provide information about the RSHE curriculum;
- communicate openly regarding curriculum content;
- consult with families where appropriate;
- work collaboratively around individual needs;
- respond sensitively to parental questions or concerns; and
- support families to reinforce learning at home where appropriate.

Where learning relates to individual safeguarding or personal care needs, staff will work closely with parents and relevant professionals to ensure a consistent and supportive approach.

15. Right to Withdraw

Parents and carers do not have the right to withdraw their child from statutory Relationships Education, Health Education or the National Curriculum for Science.

Homebrook Woods does not routinely teach non-statutory Sex Education beyond the National Curriculum for Science.

Where the school determines that it is appropriate to teach additional non-statutory Sex Education, parents and carers have the legal right to request that their child is withdrawn from those specific elements of learning.

Requests should be made in writing to the Headteacher. The Headteacher will discuss the request with parents or carers, explain the curriculum content

and clarify which elements are statutory and which are non-statutory before confirming arrangements for withdrawal where applicable.

Where a pupil is withdrawn from non-statutory Sex Education, Homebrook Woods will ensure that appropriate, purposeful supervised learning is provided during the period of withdrawal.

16. Assessment, Monitoring and Evaluation

Assessment within RSHE at Homebrook Woods is continuous, formative and centred on each pupil's individual progress. As a specialist SEND provision, we recognise that progress may be demonstrated through developing communication, increased confidence, improved independence, greater emotional regulation and the application of learning across different contexts.

Staff assess pupils' learning through:

- day-to-day observations;
- pupil interactions and discussion;
- practical activities;
- communication and engagement;
- therapeutic observations;
- evidence within pupils' individual learning records;
- EHCP outcomes;
- personalised assessment frameworks; and
- contributions from parents, carers and other professionals where appropriate.

Assessment informs future planning, ensuring learning remains relevant, accessible and appropriately challenging for every pupil.

The detailed assessment framework is outlined within the

[Homebrook Woods Relationships Sex and Health Education Curriculum Mapping Progression and Implementation Framework.pdf](#)

17. Roles and Responsibilities

The Proprietor

The Proprietor has overall responsibility for ensuring that Homebrook Woods fulfils its statutory duties in relation to Relationships, Sex and Health Education.

The Proprietor will ensure that:

- this policy complies with current legislation and statutory guidance;
 - suitable resources are available to deliver the curriculum;
 - staff receive appropriate training;
 - safeguarding arrangements are effective;
 - the curriculum reflects the ethos and values of Homebrook Woods; and
 - the policy is reviewed annually or sooner if required.
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The Headteacher

The Headteacher is responsible for:

- implementing this policy;
 - ensuring the quality of RSHE teaching;
 - supporting staff in curriculum delivery;
 - monitoring curriculum implementation;
 - ensuring safeguarding procedures are followed;
 - communicating with parents and carers;
 - responding to requests relating to withdrawal from non-statutory Sex Education; and
 - ensuring staff receive appropriate professional development.
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Teaching and Support Staff

All staff contribute to the delivery of RSHE through their daily interactions with pupils.

Staff are expected to:

- model positive relationships and respectful communication;
- create safe and inclusive learning environments;
- deliver learning appropriate to pupils' developmental needs;
- reinforce key messages consistently across the school day;
- identify and respond to safeguarding concerns;
- maintain professional boundaries;
- promote equality, dignity and inclusion; and

- work collaboratively with families and other professionals.
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Parents and Carers

Parents and carers play a vital role in supporting children's personal, social and emotional development.

Homebrook Woods values strong partnerships with families and encourages open communication to ensure consistent messages between home and school.

18. Equality, Inclusion and Diversity

Homebrook Woods is committed to ensuring that RSHE is inclusive, respectful and accessible to every pupil.

Teaching reflects the protected characteristics identified within the Equality Act 2010 and promotes respect for diversity, individuality and difference.

The curriculum recognises and celebrates:

- different family structures;
- different cultures and communities;
- disability and neurodiversity;
- protected characteristics;
- equality of opportunity;
- respect for others; and
- the importance of treating everyone with dignity and kindness.

Learning is delivered in ways that enable every pupil to participate successfully regardless of their communication needs, learning profile or individual circumstances.

19. Policy Review

This policy will be reviewed annually, or sooner where there are changes to legislation, statutory guidance, safeguarding requirements or the needs of the school.

The Headteacher will monitor the implementation and effectiveness of this policy through:

- curriculum monitoring;
 - learning walks;
 - lesson observations where appropriate;
 - scrutiny of curriculum planning;
 - pupil voice;
 - parental feedback;
 - safeguarding monitoring;
 - staff supervision;
 - annual policy review; and
 - external review where appropriate.
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Related Documents

This policy should be read alongside the following Homebrook Woods documents:

- Relationships, Sex and Health Education Curriculum Mapping, Progression and Implementation Framework
- Appendix 1 – Visual Curriculum Progression Framework
- Appendix 2 – Protective Behaviours Progression Matrix
- Appendix 3 – Statutory Curriculum Mapping Matrix
- Appendix 4 – Vocabulary Progression Framework
- Appendix 5 – Daily RSHE Learning Opportunities Matrix
- Safeguarding & Child Protection Policy
- Behaviour Regulation & Positive Support Policy
- Online Safety Policy
- Equality, Diversity & Inclusion Policy
- SEND Policy
- Curriculum Policy