



Outcomes
First Group

Relationships, Sex and Health Education (RSHE) Policy

Trimdon Hill school

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) Policy

CONTENTS	PAGE
1.0 Legal framework and linked policies.....	3
2.0 Policy context and rationale	3
3.0 Principles and aims of effective RSHE	4
4.0 Definitions	5
5.0 Delivery of RSHE	5
6.0 Equality, diversity and inclusion.....	8
7.0 Curriculum and monitoring	8
8.0 Responding to pupils' questions.....	9
9.0 RSHE and safeguarding	10
10.0 Involving parents and carers	10
11.0 Policy review	11
Appendix one__Curriculum coverage PSHE, RSE and health education.....	12
Appendix two__Statutory Relationships and Sex Education content.....	32

1.0 Legal framework and linked policies

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2025) 'Keeping children safe in education' (KCSIE)
- DfE (2020) 'Relationships and sex education (RSHE) and health education'
- DfE (2025) Relationships Education, Relationships and Sex Education and Health Education (for introduction September 2026)

This policy will be followed in conjunction with the following school policies and procedures:

- Safeguarding Policy
- Careers Education, Information, Advice and Guidance Policy
- Spiritual, Moral, Social, and Cultural (SMSC) policy
- Equal opportunities Policy
- Online safety policy

2.0 Policy context and rationale

This relationships, sex and health education policy covers Trimdon Hill school's approach to teaching relationships, sex and health education (RSHE). RSHE is an integral part of our PSHE curriculum at Trimdon Hill school and covers all statutory requirements as per the DfE guidance for relationships and sex education and health education.

Parents/carers, staff and pupils have been consulted during the development and review of this policy.

Children and young people are growing up in an increasingly complex world, navigating both online and offline environments that present significant opportunities alongside definite risks. In line with **statutory RSHE and Health Education (2025)**, [Keeping Children Safe in Education](#) and the provisions of the **Equality Act (2010)**, our curriculum plays a central role in safeguarding by equipping pupils with the knowledge, skills and understanding to recognise risk, stay safe and make informed decisions about their wellbeing, relationships and health.

At our school, RSHE is not taught in isolation but is embedded within a whole-school safeguarding approach. RSHE provides accurate, age-appropriate knowledge alongside the development of personal and social perspectives. It supports pupils to understand boundaries, consent, healthy relationships, online safety and emotional wellbeing, enabling them to manage their lives safely and positively both now and in the future whilst developing the confidence to seek help when needed.

*This approach is underpinned by our commitment to **trauma-informed and neurodiversity-affirming practice**. We recognise that behaviour and wellbeing are shaped by individual experiences, including trauma and neurodivergence. Through our **Ask, Accept, Develop (AAD)** approach, we work collaboratively with young people—asking about their preferences, accepting their experiences and needs, and developing together. This ensures that RSHE is inclusive, responsive and grounded in strong, trusting relationships.*

RSHE provision at Trimdon Hill school strengthens safeguarding, promotes wellbeing, and supports all our pupils to achieve positive, lifelong outcomes and to contribute meaningfully to society.

3.0 Principles and aims of effective RSHE

RSHE provision at Trimdon Hill school

- Is an identifiable part of our school curriculum, which planned and integrated across all Key Stages and classes.
- Is taught by staff who have received RSHE training and overseen by Lucy Haddick, deputy head teacher.
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and participation is encouraged through a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and stage.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes signposting to sources of help and advice and reliable information online.
- Embeds diversity through an inclusive whole school approach ensuring that all protected characteristics, including LGBTQ+ identities, are represented positively and routinely and all identities are respected all forms of discrimination are challenged.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities (SEND).
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- Ensures setting staff have periodical RSHE training in relation to emerging issues and contextually relevant themes.

- Equips pupils to recognise, critically evaluate and respond to misinformation, disinformation, and conspiracy theories, particularly those encountered online. This includes teaching pupils how to assess the reliability of sources, understand the potential harms of false narratives, and develop digital literacy and critical thinking skills in line with the latest [Keeping Children Safe in Education](#) guidance.

4.0 Definitions

- RSE involves a combination of sharing information and exploring issues and values.
- RSE is not about the promotion of sexual activity.
- Relationships education focuses on building pupils' understanding of healthy, respectful relationships of all kinds, including friendships. It includes topics which keep young people safe such as consent, boundaries, communication, and respect for others.
- Health education covers the physical and mental health and wellbeing of pupils. It includes learning about mental health, emotional wellbeing, healthy lifestyles, diet, exercise, substance misuse, and personal safety.
- *At Trimdon Hill school we define sex education as learning about human reproduction beyond the statutory elements of the science curriculum.*
- *Any content that supports safeguarding—such as consent, sexual health, and understanding contraception for health purposes—is part of our commitment to keeping pupils safe.*

5.0 Delivery of RSHE

RSHE is not just learning about growing up, changes and reproduction. It is also about enabling children and young people to make and maintain healthy relationships with others, to understand about human sexuality, and to feel good about themselves and the choices they make. Information will be delivered in an accepting and honest way, which enables young people to contribute, and as deemed stage appropriate

RSHE is delivered differently across the school pathways to ensure accessibility and meaningful engagement for all pupils:

EYFS Pathway

- Play-based and experiential learning
- Communication and interaction-focused teaching
- Early relationship development and self-awareness
- Strong focus on routines, emotional regulation and self-care

Informal Pathway

- Sensory and experiential learning
- Intensive interaction and total communication approaches
- Learning through routines, modelling and exploration
- Focus on early awareness of self, relationships and safety

Semi-Formal Pathway

- Structured and scaffolded learning opportunities
- Increased discussion, reflection and independence
- Explicit teaching of relationships, safety and wellbeing
- Preparation for wider community participation and adulthood

- 4.1. A range of teaching and learning styles are used to teach RSHE.
- 4.2. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.
- 4.3 Pupils learn research and study techniques and can engage in investigations and problem-solving activities.
- 4.4. All pupils are encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings, where national pandemic guideline allow.
- 4.5. The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
- 4.6. The school consults with the local community on matters related to RSHE to ensure that local issues are covered in lessons. Local Education Authority safeguarding agendas will also be delivered through this learning time.
- 4.7. Pupils' questions, unless inappropriate, are answered respectfully by teachers.
- 4.8. A total communication approach is embedded throughout RSHE teaching. Pupils are supported to communicate through a range of methods including spoken language, visuals, symbols, signing, AAC systems, objects of reference, intensive interaction and sensory-based approaches.
- 4.9. RSHE learning is embedded throughout the school day through routines, play, community experiences, modelling and meaningful interactions, rather than solely through discrete lessons.

PROGRAMME OF STUDY

- The RSHE programme of study will be assessed against the PSHE association framework and cover the following topics: Across all Key Stages, pupils will be supported with developing the following skills:
- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks Assertiveness
- Seeking help and support when required
- Informed decision-making including consent, Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle Managing conflict Discussion and group work
- What is sexual violence and harassment?
- Child on child abuse

COVERAGE

Relationships and Sex Education is delivered through progressive themes across EYFS, Informal and Semi-Formal pathways, linked to the wider PSHE curriculum and adapted to meet developmental need.

Themes include:

- Self-awareness and identity
- Relationships and friendships
- Trusted adults and safe relationships
- Feelings and emotional regulation
- Personal care, hygiene and privacy Healthy choices and wellbeing

- Safety and risk awareness Community and people who help us
- Caring for living things and the environment
- Independence and responsibility
- Consent Transitions and managing change
- Preparation for adulthood
- Learning opportunities are practical, sensory, discussion-based and experiential to ensure accessibility for all pupils.

Roles and responsibilities

- The governing board has overall responsibility for ensuring that the RSHE
- Policy, as written, does not discriminate on any grounds, including but not
- limited to age, disability, gender reassignment, marriage and civil
- partnership, race, religion or belief, sex, or sexual orientation.
- The headteacher has overall responsibility for reviewing the RSHE Policy annually.
- The headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- The headteacher will be responsible for the day-to-day implementation and management of the RSHE Policy.
- The subject lead is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive
- RSHE education that achieves the aims laid out in this policy.
- The school will consult with parents to ensure that the RSHE and relationships education elements of the RSHE curriculum reflect the needs and sensibilities of the wider school community.
- The school will work with parents throughout the year and will ensure that
- parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).
- The school ensures that pupils are also involved in the creation of this policy through termly feedback, suggestion forms and/or class discussions

Staff are responsible for:

- *Delivering RSE in a sensitive way*
- *Modelling positive attitudes to RSE*
- *Monitoring progress and understanding*
- *Responding to the needs of individual students*

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher

6.0 Equality, diversity and inclusion

RSHE is delivered to all pupils as part of a broad, balanced and inclusive curriculum, ensuring that every young person can access learning that is appropriate to their age, stage and individual needs. Teaching approaches are adapted to support different abilities, strengths and learning styles, enabling all pupils to participate, develop confidence and make progress.

We are committed to modelling, promoting, and teaching the values of inclusion and empowerment for all. This includes, but is not limited to, upholding the Protected Characteristics as defined by the Equality Act 2010. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment.

Our approach to tailoring RSHE is underpinned by our commitment to **trauma-informed** and **neurodiversity-affirming practice**. Through a relational and responsive approach, we seek to understand and meet underlying needs, creating a safe environment where pupils feel supported and able to engage in learning in a manner which is accessible to them.

Through RSHE, all pupils are given opportunities to explore, question and develop their understanding in a way that respects their background, identity and personal circumstances, preparing them for life in a diverse and inclusive society.

7.0 Curriculum and monitoring

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

The statutory components of RSE and health education are taught as part of the PSHE curriculum at Trimdon Hill school. The curriculum is structured in accordance with the PSHE Association SEND framework, providing a coherent and progressive framework that supports accessibility, inclusivity and the effective development of pupils' knowledge, skills and understanding.

Content is delivered using a range of high-quality, evidence-informed resources drawn from reputable and recognised organisations, including PSHE Association and the NSPCC. All materials are carefully selected, quality assured and adapted where necessary, to ensure they are appropriate to the age, stage and individual needs of pupils.

Assessment

Pupils' learning will be assessed termly to ensure that teaching strategies and resources remain relevant and effective, and pupils are making sufficient progress, building on prior knowledge and skills. Assessment activities may include informal quizzes, confidence checkers and confidence scales, responses to scenarios, observations and self-assessment tasks to confirm pupils' understanding of the topics and address gaps. 9.1. The school sets the same high expectations of the quality of pupils' work in RSHE as for other areas of the

curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.

Pupils' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, to monitor progress.

Through the RSHE curriculum at Trimdon Hill School, pupils will:

- Develop confidence, self-awareness and communication skills
- Build positive and respectful relationships
- Understand emotions and develop regulation strategies
- Know how to keep themselves physically and emotionally safe
- Develop independence and self-care skills
- Engage positively with their community and the wider world
- Be increasingly prepared for adulthood and future pathways
- The curriculum ensures that pupils are supported to shine through safety, nurture and meaningful engagement.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching, and informal drop-ins conducted by members of the senior leadership team (SLT) and the PSHE leader. The observations and findings of which will be used to identify and inform future staff training needs.

Consultation with parents and gathering of pupil voice will be conducted on a regular basis to support ongoing evolution of the curriculum to ensure it remains responsive to emerging needs and reflective of pupil's experiences and contextual needs.

For more information about our RSE curriculum, see Appendices 1 and 2.

8.0 Responding to pupils' questions

RSHE lessons may raise sensitive or controversial issues and some of these may reflect their age or stage, personal or family beliefs, faith or cultural perspectives. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues. In RSHE sessions pupils are encouraged to ask questions openly within the class working agreement or anonymously using a questions box. Teachers will provide answers that are age and stage appropriate, based on pupils' understanding.

Our whole-school culture recognises the importance of RSHE and our commitment to keeping pupils safe. We recognise pupils may ask questions about RSHE topics outside of planned lessons, and these questions may be directed to any member of staff. As part of our commitment to safeguarding, staff will use their best endeavours to respond with patience, empathy and understanding in a manner that is age and stage appropriate. However, if a staff member is unable to answer a question, then questions may be deferred to enable staff to consult colleagues or senior leaders, so an appropriate response is provided. Staff may refuse

to answer questions that are inappropriate or personal to themselves, explaining the reason and guiding pupils to reliable sources, including parents or trusted adults.

9.0 RSHE and safeguarding

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world is central to the planning and delivery of RSHE.

Designated Safeguarding Leads (DSLs) work closely with PSHE/RSHE leaders to ensure safeguarding is fully embedded within curriculum content, teaching approaches and resources. This is a two-way process: staff delivering RSHE will share emerging themes, concerns or contextual safeguarding risks identified through classroom discussion, enabling DSLs to respond proactively. In turn, DSLs support staff to plan and deliver content sensitively, particularly where pupils may be vulnerable or where topics may be difficult due to the student's own prior experiences or trauma.

RSHE is delivered using appropriate distancing techniques, such as scenarios or characters, to ensure pupils can engage safely without pressure to disclose personal information. Staff signpost pupils to appropriate sources of support and work closely with pastoral systems and clinical teams to ensure timely responses to emerging needs. Any disclosures or concerns arising during lessons are treated as safeguarding matters and reported immediately to the DSL, in line with the school's safeguarding policy.

10.0 Involving parents and carers

We believe that RSHE is most effective when it is in collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents/carers of children and young people at Trimdon Hill school through mutual understanding, trust and cooperation.

The school will consult with parents to ensure that the RSHE and relationships education elements of the RSHE curriculum reflect the needs and sensibilities of the wider school community. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

Right to withdraw

There is no right to withdraw from Relationships Education or Health Education. Parents and carers may request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all the non-statutory Sex Education, they should discuss this with Victoria Muir, Headteacher, making clear which sessions they do not wish their child to participate in. The Headteacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was discussed in classes rather than what was taught directly. Once a decision has been made, parents/carers must inform the

school in writing stating their reasons as to why they would like their child withdrawn. A copy of withdrawal requests will be placed in the pupil's educational record.

Following the decision, except in exceptional circumstances, Trimdon Hill school will respect a parent/carers' request to have their child withdrawn from non-statutory sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the school will provide the child with sex education during one of those terms and document this process.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Where a question arises that is necessary to safeguard a pupil or to address potentially harmful myths or misinformation around sex education topics, staff will provide an appropriate, factual and sensitive response which will be recorded on school safeguarding systems and follow the schools' safeguarding policy. In such cases answers will be framed to support pupil's safety, wellbeing and understanding.

11.0 Policy review

Consultation with families and pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be annually or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

This RSHE policy is currently aligned with the Department for Education [Relationships Education, Relationships and Sex Education and Health Education](#) Statutory Guidance (2025).

Appendix one

Curriculum coverage PSHE, RSE and health education

PSHE/RSE at Trimdon Hill School

At Trimdon Hill School, Personal, Social, Health and Economic (PSHE) education is at the heart of everything we do. We believe that all pupils, regardless of need or starting point, should be supported to develop the knowledge, skills and understanding needed to lead safe, healthy and fulfilling lives. Our PSHE curriculum is designed to be inclusive, ambitious and highly personalised, ensuring that every child can access meaningful learning that supports their personal development, wellbeing and future independence.



INFORMAL PATHWAY

Engagement & Early Development



AWARENESS

Notices self, others and the world around them through sensory experiences and exploration.



EXPLORATION

Explores materials, environments and experiences with adult support and curiosity.



COMMUNICATION

Expresses preferences, needs, feelings and choices in familiar ways.



RELATIONSHIPS & WELLBEING

Develops trust, emotional security and positive connections with familiar adults and peers.



PSHE & RSE

Nurturing Confidence, Kindness & Independence
for Life



EYFS PATHWAY

Building the Foundations for Life

Through play, relationships and exploration, children develop the knowledge, skills and understanding needed to become confident, healthy and independent learners.



SEMI-FORMAL PATHWAY

Application & Independence



SKILLS & KNOWLEDGE

Applies PSHE learning in a range of familiar and new situations.



INDEPENDENCE

Makes choices, solves problems and develops responsibility for self and others.



SAFETY & CONSENT

Understands boundaries, privacy, consent and how to keep safe in different situations.



LIFE SKILLS

Develops resilience, confidence and practical skills for everyday life and future independence.



ENGAGEMENT

I am noticing, exploring and responding.



UNDERSTANDING

I am making connections and developing understanding.



INDEPENDENCE

I am applying my skills confidently in everyday life.



Shining Through Safety to Engagement!



Through **SHINE** we create safety, nurture the whole child and enable engagement for progress, independence and lifelong wellbeing.



The Planning Framework is organised into six sections:

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
6. The World I Live In (Living confidently in the wider world)

Our PSHE curriculum is carefully adapted across our pathways to ensure accessibility for all learners:

- **Informal (EQUALS) / EYFS Pathway** - play-based, sensory and experiential learning
- **Semi-formal (EQUALS) Pathway** - structured, supported and scaffolded learning

Learning is sequenced, progressive and revisited over time, ensuring pupils build secure understanding at their own pace.

PSHE, RSE and Careers

Our curriculum integrates:

- **PSHE** - developing wellbeing, independence and social understanding
- **RSE (Relationships & Sex Education)** - supporting safe, respectful relationships and personal safety
- **Careers Education** - building early awareness of roles, aspirations and the wider world

PSHE Curriculum Principles

Our PSHE curriculum is underpinned by our **SHINE values-led learning pedagogy**:

- **Safe** - We create a secure, predictable environment where pupils feel emotionally and physically safe, enabling them to engage, explore and take risks in their learning in PSHE.
- **Holistic** - We support the whole child, recognising the interconnected nature of emotional, social, physical and cognitive development within all learning experiences in PSHE.
- **Inclusive** - We ensure that all pupils can access learning through personalised approaches, valuing diversity and adapting teaching to meet individual needs so they can be included in all elements of the PSHE curriculum.
- **Nurturing** - We prioritise the teaching of relationships, emotional wellbeing and regulation.
- **Engaging** - We provide meaningful, motivating and real-life learning experiences that capture interest in PSHE.

Learning is adapted across EYFS, Informal and Semi-Formal pathways to ensure accessibility and meaningful engagement for all pupils.



- themed, cross-curricular learning linked to the overarching curriculum at Trimdon Hill
- structured and unstructured play
- real-life experiences and community engagement
- modelling and meaningful interaction
- visual supports and communication systems

Learning is embedded across the school day, not always taught in isolation.

Assessment and Impact

We assess progress through:

- Evidence for Learning non PLG (EfL)
- EYFS Development Matters
- EQUALS assessment frameworks
- EHCP

We focus on small-step progress in:

- engagement
- communication
- independence
- attention and interaction

Impact

Through our PSHE curriculum, pupils will:

- Develop confidence and self-awareness
- Build positive and respectful relationships
- Understand and manage their emotions
- Know how to keep themselves safe
- Develop independence and life skills
- Engage with the world around them

Ultimately, our pupils will be prepared for life beyond school, with the skills needed to thrive in their communities and future pathways.

PSHE EYFS PATHWAY
AUTUMN 1 – ALL ABOUT ME

Focus Area	Learning Objectives	Learning Opportunities & Activities	Teaching Strategies	Resources	Links to EYFS Development Matters
Communication (Relationships RSE)	- To name key body parts using correct vocabulary (e.g. penis, vulva) - To say own name and begin to communicate about themselves - To develop confidence in communicating	- Naming games (e.g. “Simon Says” with body parts) - Singing songs about body parts - Mirror talk – describing self	- Modelling correct vocabulary consistently - Repetition through songs and routines - Use of open-ended questioning	- Mirrors - Body part dolls - Visual cards	“Uses a wider range of vocabulary” “Can start a conversation”
PSED (Relationships RSE)	- To take turns with support - To identify trusted adults - To begin to understand feelings in self and others	- Turn-taking games (board games, sharing toys) - Circle time discussing “Who helps me?” - Role play with familiar adults (teacher, doctor)	- Co-regulation and scaffolding - Narrating social situations - Praise for positive interactions	- Toys for sharing - Emotion cards - Puppets	“Builds constructive and respectful relationships” “Expresses feelings and considers others”
Self-care (Health & Wellbeing RSE)	- To understand basic hygiene routines (handwashing, toileting) - To begin to know the difference between private and public behaviours - To develop independence in personal care	- Handwashing routines with songs - Sorting activities (private vs public behaviours) - Practising dressing/undressing skills	- Visual prompts and routines - Explicit teaching of boundaries - Gentle reminders and independence encouragement	- Hygiene kit (soap, toothbrush) - Visual sequence cards - Dolls for demonstration	“Shows increasing independence in meeting care needs”
UTW (Living in the Wider World Careers)	To communicate about their family and who is important to them	Role play (home corner, jobs)	Discussion and questioning	Role play costumes	“Talks about members of their immediate family and community”

	• To recognise different jobs people do • To understand roles within the community	• Visitors talking about jobs • Drawing/talking about family members	• Linking learning to children's experiences • Storytelling about different roles	• Books about families/jobs • Small world figures	"Recognises similarities and differences"
--	---	---	--	--	---

AUTUMN 2 – WINTER

Focus Area	Learning Objectives	Activities	Strategies	Resources	EYFS Links
Communication (Health & Wellbeing)	• To understand and use simple weather vocabulary (e.g. sunny, rainy, cold) • To comment on daily weather • To begin to link weather to own experiences (e.g. clothing)	• Daily weather chart routine • Dressing dolls for the weather • Outdoor observation and discussion	• Modelling key vocabulary repeatedly • Use of visuals alongside spoken language • Simple questioning ("What's the weather today?")	• Weather symbols • Visual timetable • Dolls/clothing	"Understands a wide range of vocabulary" "Begins to understand simple questions"
Feelings (Health & Wellbeing / RSE)	• To recognise and name basic emotions (happy, sad, angry) • To begin to express how they feel • To start linking feelings to situations	• Emotion check-in (daily feelings board) • Using mirrors to make faces • Story time discussing characters' feelings	• Modelling emotional language • Labelling feelings during play • Using consistent visual supports	• Emotion cards • Mirrors • Story books	"Expresses their feelings and considers the feelings of others"
Self-care (Health & Wellbeing)	• To develop independence in dressing/undressing • To understand how to dress appropriately for safety (e.g. coat, shoes) • To follow simple routines for getting ready	• Practising putting on coats/shoes • Dressing-up activities • Coat routine before outdoor play	• Step-by-step modelling • Visual sequencing • Praise for independence	• Dressing-up clothes • Coats, shoes • Visual sequence cards	"Manages their own basic hygiene and personal needs"

SPRING 1 – LIVING THINGS

Focus Area	Learning Objectives	Activities	Strategies	Resources	EYFS Links
Communication (Relationships)	• To listen to and recognise different animal sounds • To begin to imitate sounds and simple words • To respond to familiar sounds and prompts	• Animal sound games (“What animal is this?”) • Singing songs with animal noises (e.g. Old MacDonald) • Puppet play making animal sounds	• Repetition and reinforcement • Modelling sounds clearly • Pausing for children to respond	• Animal puppets • Sound buttons/apps • Visual animal cards	“Listens with increased attention” “Responds to what they hear”
Relationships (Relationships / RSE)	• To begin to play alongside and with others • To share resources with support • To develop early cooperative play skills	• Small group play activities • Turn-taking games • Building/playing together with shared toys	• Modelling sharing and language (“my turn”, “your turn”) • Adult-supported interaction • Praise for positive play	• Construction toys • Small world sets • Turn-taking games	“Builds constructive and respectful relationships” “Plays with one or more other children”
World (Living in the Wider World)	• To explore and show curiosity about animals • To recognise some familiar animals • To use senses to explore different textures and features	• Sensory play (e.g. farm trays, water, textures) • Matching animals to habitats • Exploring animal figures and naming them	• Sensory exploration • Adult commentary and questioning • Encouraging curiosity and exploration	• Animal figures • Sensory trays (hay, water, sand) • Books about animals	“Explores the natural world around them” “Shows curiosity about living things”

SPRING 2 – PLANTS & ANIMALS

Focus Area	Learning Objectives	Activities	Strategies	Resources	EYFS Links
------------	---------------------	------------	------------	-----------	------------

Document Name: RSHE Policy Document Type: Policy Owner: Director of Education – Standards and Practice

Last Review Date: September 2026 Date of next review: September 2027

Care (Health & Wellbeing)	• To understand that living things need care (water, light) • To take part in simple plant care routines • To develop a sense of responsibility for the environment	• Watering plants regularly • Observing plant growth over time • Planting seeds and watching them grow	• Modelling how to care for plants • Using simple explanations (“plants need water to grow”) • Giving children small responsibilities	• Real plants • Watering cans • Soil and seeds	“Shows care and concern for living things and the environment”
Feelings (Relationships / RSE)	• To understand what kindness means • To recognise kind and unkind behaviour • To begin to show kindness to others	• Role play scenarios (helping, sharing, comforting) • Stories about kindness and friendship • Praise moments of kind behaviour in class	• Role modelling kind behaviour • Narrating actions (“That was kind when you helped...”) • Reinforcing positive behaviour	• Toys for role play • Story books • Puppets	“Understands the feelings of others” “Shows sensitivity to others’ needs”

SUMMER 1 – WORLD AROUND US

Focus Area	Learning Objectives	Activities	Strategies	Resources	EYFS Links
Community (Living in the Wider World / Careers)	• To recognise different jobs in the community (e.g. doctor, firefighter, police) • To understand that people have different roles to help others • To begin to talk about familiar jobs and who helps them	• Role play (hospital, fire station, shop) • Dressing up as different community roles • Visits or discussions about people who help us	• Role play and storytelling • Modelling language linked to jobs • Linking learning to children’s real-life experiences	• Role play props (uniforms, tools) • Small world figures • Books about jobs	“Knows some similarities and differences between things in the past and now” “Understands the role of people in society”

SUMMER 2 – TRANSITIONS

Focus Area	Learning Objectives	Activities	Strategies	Resources	EYFS Links
Feelings (Health & Wellbeing / RSE)	• To begin to understand that change is a normal part of life • To recognise and express feelings linked to change (e.g. worried, excited) • To develop simple strategies to cope with change and transitions	• Reading stories about change (e.g. starting school, new routines) • Transition activities (visual timetable, countdowns) • Circle time discussing “what happens next”	• Reassurance and consistent routines • Modelling language for feelings (“It’s okay to feel...”) • Preparing children in advance for changes	• Story books about change • Visual timetables • Emotion cards	“Shows resilience and perseverance in the face of challenge” “Adapts behaviour to different situations”

INFORMAL PSHE

Outcomes First PSHE Curriculum 2025

Pre-encountering phase – based on The Engagement Model

- Experiences a range of activities and experiences
- Emerging awareness of different activities and experiences
- Exploring (from supported to independent) a range of stimuli in different contexts, developing engagement using all senses and giving a response
- Begin to seek interactions and be proactive in engaging with stimuli
- Begin to communicate with intent
- Use emerging communication to show a preference and to make a choice
- Begin to use alternative communication means to communicate wants and needs
- Initiate actions to achieve desired result
- Early problem solving - trying new things
- Linking different skills together
- Begin to take charge of oneself and one's behaviour/regulation

Encountering	Foundation	Core	Development	Enrichment	Enhancement
effective engagement in the learning process	underpinning learning	fundamental learning elements	increasing understanding of learning	deepening of application of learning	applying learning in different contexts

AUTUMN 1 – ALL ABOUT ME

Focus Area	Learning Objectives	Activities	Strategies	Resources	Assessment	PSHE association SEND framework
Self (Relationships / RSE)	• To develop awareness of their own body	• Mirror exploration • Body part songs	• Repetition of key vocabulary	• Mirrors • Body visuals • Sensory materials	Encountering Response to stimuli	SA1 (E,F,C KS1)

Document Name: RSHE Policy Document Type: Policy Owner: Director of Education – Standards and Practice

Last Review Date: September 2026 Date of next review: September 2027

	• To begin to name body parts • To respond to sensory experiences linked to self	• Sensory play focusing on self (e.g. touch, movement)	• Modelling naming body parts • Use of simple, consistent language			SA1 (D,E+,ENH KS2)
Relationships (Relationships / RSE)	• To engage in shared play with support • To begin to recognise trusted adults • To develop early interaction skills	• Shared play with adult support • Turn-taking games • Naming trusted adults in setting	• Co-regulation • Adult-led interaction • Modelling simple social language	• Toys for sharing • Visuals of adults • Puppets	Engagement Level of interaction	SA3 (E–C KS1) SA3 (D–ENH KS2)
Feelings (Health & Wellbeing)	• To explore different emotions through experiences • To begin to recognise simple feelings • To respond to emotional cues	• Emotion cards exploration • Sensory activities linked to feelings • Simple emotion matching games	• Modelling emotional language • Labelling feelings consistently • Use of visuals and repetition	• Emotion cards • Mirrors • Story books	Emerging Recognition of feelings	MF1 (E–D KS1) MF2 (F,C KS2)
Self-care (Health & Wellbeing / RSE)	• To develop awareness of basic hygiene routines • To begin to understand privacy (with support) • To participate in self-care routines	• Handwashing routines • Toileting routines • Sorting private/public visuals	• Visual supports and prompts • Step-by-step modelling • Consistent routines	• Hygiene equipment • Visual sequence cards • Dolls	Developing Independence in routines	SA1 (E,F,C KS1) SA1 (D,E+,ENH KS2)

AUTUMN 2 – WINTER

Focus Area	Learning Objectives	Activities	Strategies	Resources	Assessment	PSHE association SEND framework
Health (Health & Wellbeing)	- To explore different weather through sensory experiences - To begin to notice changes in temperature (hot/cold) - To respond to sensory stimuli linked to weather	- Sensory weather play (ice, water, warm/cold objects) - Exploring ice melting - Adult-led weather exploration (feeling cold/warm items)	- Sensory-based exploration - Modelling simple language ("cold", "wet") - Repetition and reinforcement	- Ice - Water trays - Weather-related sensory items	Encountering Response to sensory input	MF1 (E–D KS1) MF2 (F,C KS2)
Safety (Health & Wellbeing)	- To develop awareness of appropriate clothing for different conditions - To begin to participate in dressing routines - To understand simple safety concepts (e.g. wearing a coat when cold)	- Dressing activities (putting on coats, hats) - Matching clothes to weather - Role play dressing dolls	- Modelling dressing routines - Step-by-step support - Use of simple instructions and visuals	- Clothes (coats, hats, gloves) - Dressing dolls - Visual prompts	Developing Level of independence in dressing and awareness of need	SSS2 (E–C KS1) SSS2 (D,E+ KS2)

SPRING 1 – LIVING THINGS

Focus Area	Learning Objectives	Activities	Strategies	Resources	Assessment	PSHE association SEND framework
Health (Health & Wellbeing)	To explore different weather through sensory experiences	Sensory weather play (ice, water, warm/cold objects)	Sensory-based exploration	- Ice - Water trays	Encountering Response to sensory input	MF1 (E–D KS1)

	- To begin to notice changes in temperature (hot/cold) - To respond to sensory stimuli linked to weather	- Exploring ice melting - Adult-led weather exploration (feeling cold/warm items)	- Modelling simple language ("cold", "wet") - Repetition and reinforcement	Weather-related sensory items		MF2 (F,C KS2)
Safety (Health & Wellbeing)	- To develop awareness of appropriate clothing for different conditions - To begin to participate in dressing routines - To understand simple safety concepts (e.g. wearing a coat when cold)	- Dressing activities (putting on coats, hats) - Matching clothes to weather - Role play dressing dolls	- Modelling dressing routines - Step-by-step support - Use of simple instructions and visuals	- Clothes (coats, hats, gloves) - Dressing dolls - Visual prompts	Developing Level of independence in dressing and awareness of need	SSS2 (E–C KS1) SSS2 (D,E+ KS2)

SPRING 2 – PLANTS & ANIMALS

Focus Area	Learning Objectives	Activities	Strategies	Resources	Assessment	PSHE association SEND framework
Care (Health & Wellbeing)	- To understand that plants are living things that need care - To take part in simple plant care routines (watering, planting)	- Planting seeds - Watering plants regularly - Observing changes in growth over time	- Modelling how to care for plants - Repetition of simple language ("plants need water") - Giving children responsibility roles	- Seeds - Soil - Watering cans	Developing Level of participation and responsibility	HL2 (E–C KS1) HL2 (D,E+ KS2)

	To develop a sense of responsibility for living things					
Relationships (Relationships)	- To begin to share resources with support - To develop awareness of others during play - To engage in simple cooperative interactions	- Sharing activities with adult support - Turn-taking games - Small group play with limited resources	- Adult support and prompting - Modelling sharing language ("my turn", "your turn") - Positive reinforcement of sharing behaviours	- Tools/toys for sharing - Visual prompts - Sand/water play equipment	Engagement Level of interaction and willingness to share	SA3 (E–C KS1) SA3 (D–ENH KS2)

SUMMER 1 – WORLD AROUND US

Focus Area	Learning Objectives	Activities	Strategies	Resources	Assessment	PSHE association SEND framework
Community (Living in the Wider World / Careers)	- To become aware of people in the community and different jobs - To respond to experiences of visitors or role play linked to jobs	- Visits from people who help us (or watching videos/photos) - Role play different jobs (shop, doctor, builder) - Exploring props linked to familiar roles	- Modelling simple language linked to jobs - Repetition and reinforcement - Sensory and experiential learning	- Role play props (uniforms, tools) - Photos of community roles - Small world figures	Encountering Response to new experiences and stimuli	WILI2 (F,C KS1) WILI2 (D–ENH KS2)

	To begin to recognise familiar roles (e.g. teacher, doctor)					
--	---	--	--	--	--	--

SUMMER 2 – TRANSITIONS

Focus Area	Learning Objectives	Activities	Strategies	Resources	Assessment	PSHE association SEND framework
Feelings (Health & Wellbeing)	- To begin to understand and cope with changes in routine - To recognise feelings linked to transitions (e.g. worried, unsure, calm) - To develop simple strategies to manage transitions with support	- Transition support activities (now/next boards, countdowns) - Reading stories about change and new experiences - Practising small transitions (tidying up, moving activities)	- Use of visual supports (now/next, visual timetables) - Reassurance and consistent routines - Modelling language for feelings and change	- Visual timetables - Now/next boards - Story books about transitions	Developing Level of independence and emotional regulation during transitions	MF1 (E–D KS1) MF2 (F,C KS2)

SEMI-FORMAL PSHE

AUTUMN 1 – ALL ABOUT ME

Focus Area	Learning Objectives	Activities	Strategies	Resources	Assessment	Codes
Self (Relationships)	To recognise things, they are good at	- Discussion about “What am I good at?” - Drawing or choosing pictures of strengths	- Guided discussion - Modelling positive self-talk	- Worksheets/sheets - Visual prompts - Example images	Ability to identify or respond to own strengths	SA1 (E,F,C KS1)

	- To begin to talk about their own strengths - To develop a positive sense of self	Sharing achievements in a group	Encouraging all contributions			SA1 (D,E+,ENH KS2)
Relationships (Relationships / RSE)	- To understand what a friend is - To begin to recognise boundaries (e.g. personal space, sharing) - To develop positive interactions with peers	- Role play friendships and scenarios - Practising sharing and turn-taking - Discussing “kind/uncomfortable” situations	- Role play and modelling behaviour - Clear explanations of boundaries - Reinforcing positive interactions	- Role play props - Scenario cards - Puppets	Ability to engage in friendships and respect boundaries	SA3 (E–C KS1) SA3 (D–ENH KS2)
Feelings (Health & Wellbeing)	- To recognise and name a range of emotions - To begin to understand how feelings affect behaviour - To express feelings appropriately	- Using emotion cards to identify feelings - Matching emotions to situations - Talking about feelings in stories	- Modelling emotional language - Linking feelings to actions (“You feel... because...”) - Use of visuals and repetition	- Emotion cards - Story books - Mirrors	Recognition and expression of emotions	MF1 (E–D KS1) MF2 (F,C KS2)

AUTUMN 2 – WINTER

Focus Area	Learning Objectives	Activities	Strategies	Resources	Assessment	Codes
Health (Health & Wellbeing)	To understand what makes a healthy choice (e.g. food, activity)	- Sorting healthy/unhealthy foods - Discussing daily routines (sleep, exercise)	- Guided discussion with visuals - Modelling decision-making (“This is healthy because...”)	- Visual cards (food, activities) - Sorting games	Identifies and begins to make healthy choices	HL2 (E–C KS1)

	- To begin to identify healthy vs less healthy options - To make simple choices that support their wellbeing	Choosing healthy options in role play	Reinforcing positive choices	Posters		HL2 (D,E+ KS2)
Safety (Health & Wellbeing / RSE)	- To begin to recognise simple risks in familiar situations - To understand basic safety rules (e.g. road safety, safe play) - To make safer choices with support	- Scenario discussions (safe/unsafe situations) - Sorting safe vs unsafe images - Role play safety situations	- Use of real-life scenarios - Explicit teaching of safety rules - Modelling and questioning (“Is this safe?”)	- Images of scenarios - Safety cards - Role play props	Recognises risks and responds with support	SSS2 (E–C KS1) SSS2 (D,E+ KS2)

SPRING 1 – LIVING THINGS

Focus Area	Learning Objectives	Activities	Strategies	Resources	Assessment	Codes
Relationships (Relationships)	- To work cooperatively with others in a group - To share ideas and resources during teamwork - To begin to take on roles within a group	- Group tasks (e.g. building, problem-solving activities) - Team games with shared goals - Collaborative art or construction projects	- Structured group work with clear roles - Modelling teamwork language (“Let’s do this together”) - Encouraging turn-taking and listening	- Construction materials - Art resources - Shared equipment	Works cooperatively and contributes to group tasks	SA3 (E–C KS1) SA3 (D–ENH KS2)
World (Living in the Wider World)	- To recognise that living things have needs (e.g. food, water) - To explore and identify living things in the environment	- Investigating plants/animals - Sorting living vs non-living things - Simple observations (e.g. plant growth, mini-beasts)	- Investigation-based learning - Questioning and prompting curiosity - Encouraging observation and discussion	- Natural materials - Magnifying glasses - Pictures/real-life examples	Explores and identifies features of living things	WILI4 (E–C KS1) WILI4 (D KS2)

	• To show curiosity through investigation					
--	---	--	--	--	--	--

SPRING 2 – PLANTS & ANIMALS

Focus Area	Learning Objectives	Activities	Strategies	Resources	Assessment	Codes
Responsibility (Health & Wellbeing)	• To take responsibility for routine care tasks • To understand the importance of caring for living things and the environment • To carry out care routines with increasing independence	• Daily care routines (e.g. watering plants, tidying areas) • Classroom jobs/roles (e.g. monitor roles) • Looking after shared resources and spaces	• Modelling and gradual release of responsibility • Clear routines and expectations • Positive reinforcement of responsible behaviour	• Tools (watering cans, cleaning tools) • Visual prompts • Job charts	Independently participates in and sustains responsibility for routine tasks	SA3 (E–C KS1) SA3 (D–ENH KS2)

SUMMER 1 – WORLD AROUND US

Focus Area	Learning Objectives	Activities	Strategies	Resources	Assessment	Codes
Community (Living in the Wider World / Careers)	• To understand a range of jobs and roles within the community • To explain how different people help us • To begin to relate roles to their own experiences and interests	• Discussions about jobs and community roles • Visits from people who help us (e.g. nurse, firefighter) • Role play and questioning about different jobs	• Structured discussion and questioning • Linking learning to real-life experiences • Modelling vocabulary related to jobs and roles	• Visitors • Photos/videos of jobs • Role play props	Describes different roles and explains how they contribute to the community	WILI2 (F,C KS1) WILI2 (D–ENH KS2)

SUMMER 2 – TRANSITIONS

Focus Area	Learning Objectives	Activities	Strategies	Resources	Assessment	Codes
------------	---------------------	------------	------------	-----------	------------	-------

Independence (Health & Wellbeing)	• To manage transitions independently using familiar strategies • To anticipate and prepare for changes in routine • To use strategies (e.g. visuals, self-talk) to regulate during transitions	• Transition preparation routines (checking timetable, now/next) • Independent movement between activities • Planning for upcoming changes (e.g. end of activity, new lesson)	• Modelling and then fading adult support • Encouraging use of visual supports independently	• Visual timetables • Now/next boards • Transition prompts	Independently manages transitions and adapts to changes in routine	SA1 (E,F,C KS1) SA1 (D,E+,ENH KS2)
--	---	---	---	--	--	---

Appendix two

Statutory Relationships and Sex Education content

Relationships and sex education, primary content

Families and people who care for me:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. %
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources



Outcomes
First Group