



Audit of RSHE Provision (Relationships, Sex and Health Education)

Dates: 23/08/2025

WHAT PUPILS SHOULD KNOW	OBSERVATIONS	Activities where this can be observed/evidenced	What is the impact on pupils?
<p>Families</p> <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, 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 	<p>Being able to share what they think is a stable, healthy loving family life.</p> <p>Sharing times of difficulty within their family home environment.</p>	<ul style="list-style-type: none"> • The world of work lessons • In school in general. • Assemblies • Meet and Greet • Life skills lessons 	<p>Being able to express their opinions.</p> <p>Feeling they can confidently share their experiences of a difficult time and who they can ask for support.</p> <p>Showing empathy and understanding to those around them that are different.</p>

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<ul style="list-style-type: none"> • That others' families, 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 • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<p>Being able to show an understanding of inclusion and diversity.</p> <p>Understanding that all families are different but all families should provide security for them as a child.</p> <p>Sharing those relationships within their families differ from others and sometimes they may feel happy /unhappy</p> <p>Meet and greet, breaks, trips, play, staffing and pupils supporting each other, ethos statement</p>	<ul style="list-style-type: none"> • Mindfulness sessions • Life Skills enrichment • Parent-school partnerships 	<p>Sharing as individuals that their home lives may differ from others.</p> <p>They can say how they wish their family lives were or share how happy they are.</p>
<p>Caring friendships</p> <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties 	<ul style="list-style-type: none"> • When upset, it is felt by other pupils. Offer to help each other • Unwell – empathy • Cleaning classroom – responsibility • Rule reminders – peers and staff • Sharing stories about how friends or family make them feel happy. 	<ul style="list-style-type: none"> • Covered in all lessons and especially the world of work. • In all lessons and playgrounds 	<p>Expressing the happiness, they feel in class or stories from out of school.</p> <p>Children put mutual kindness respect and trustworthiness and loyalty into practice within all classes and outside of school.</p>

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<ul style="list-style-type: none"> • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed 	<p>Seeing this discussed within the whole school in meet and greet in the mornings and all lessons across the curriculum</p> <p>Acts of positive friendship and being able to understand if a friend is feeling sad or lonely.</p> <p>Children use strategies to help them not meet this crisis point with another peer.</p>	<p>and the world of work</p> <ul style="list-style-type: none"> • 'Play dates' with peers • Invitations to birthday parties • TDS Family Get togethers every holiday 	<p>Showing empathy and compassion to another pupil and including them in play when they are feeling alone.</p> <p>Talking to a trusted adult in school to express when they feel unhappy or have had a conflict with another child and to use strategies to help them cope with the situation at this time.</p>
<p>Respectful relationships</p> <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners 	<p>Excepting others that are different and showing inclusion even if we are all different.</p> <p>Waiting to eat</p> <p>Discussing their diagnosis, additional needs</p> <p>The school works hard to promote inclusion and diversity and is vital not only to school but for life outside school too.</p> <p>Great to see in school when they have differences with another peer and are taught</p>	<ul style="list-style-type: none"> • Throughout every lesson in school and also in the world of work, The society I live in and school as a whole. • Computing lessons , the society I live 	<p>Excepting each other for all their differences</p> <p>Apologizing when they feel they have overreacted to either a member of staff or another child.</p> <p>Praised to all children when they are showing acts of self-respect.</p>

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<ul style="list-style-type: none"> • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults 	<p>to use strategies to help resolve these complications.</p> <p>Children are showing this in everyday school life as they are taught to act as a whole and unite in self-respect and how to promote their happiness.</p> <p>Positions of authority where children show their understanding of higher authority whether that be a parent, teacher, head, police and what's expected of them.</p> <p>Children's opinions on what is classed as bullying and what is not and if it is ok to speak to a stranger online or in public.</p> <p>Displaying when they think for example a firefighter should be a man or a woman.</p> <p>This is heavily promoted within the whole school and is part of our everyday school importance to every child</p>	<p>in and in school</p> <ul style="list-style-type: none"> • Assemblies • Life skills enrichment 	<p>When pupils give opinions on what they feel is right or wrong in school or society.</p> <p>Sharing when a stranger may have tried to talk to them and how they need to stay safe in society and online.</p> <p>The children are sometimes shocked when you suggest that some career choices should involve men or women and that they understand once explained that can be both.</p>
<p>Online relationships</p> <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face 	<p>Hearing children's stories of when maybe stranger tries to talk to them online whilst playing an online game.</p>	<ul style="list-style-type: none"> • Computing lessons, Life skills and throughout a school day. 	<p>Sharing their concerns of strangers online and out in the public.</p>

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<p>relationships, including the importance of respect for others online including when we are anonymous</p> <ul style="list-style-type: none"> • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online 	<p>Expressing to staff their worries if they have been in a situation where a stranger wants to talk to them.</p> <p>Trusting an adult within the school to speak to or a parent at home.</p> <p>When the children share when they are talking or gaming with a family member or a friend they physically know.</p>	<ul style="list-style-type: none"> • Meet and Greet 	<p>When someone tries to talk to them online so they tell an adult when this happens.</p> <p>Speaking of how they would act to be safe online and how they tell a trusted adult.</p> <p>Speaking about their online experiences only with people they know</p>
<p>Being safe</p> <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact 	<ul style="list-style-type: none"> • When they express to staff how they never talk to strangers online and only text or send pictures to family and friends online <p>When the children express outside school conversations or activity</p> <p>IF a child may say something that has happened outside of school which will be reported to the DSL</p>	<ul style="list-style-type: none"> • Computing lessons , Life skills. And throughout In school. And in all lessons throughout the curriculum school conversations • Meet and Greet • Mindfulness sessions 	<ul style="list-style-type: none"> • Sharing how they interact with only family or friends. <p>When the children share out of school activities, they understand that it's not a secret it is always shared with other staff.</p> <p>A child will talk to a trusted adult should such things accrue that they feel uncomfortable with.</p>

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<ul style="list-style-type: none"> • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources 	<p>Children report should they experience such things they say how they have told a parent or trusted adult</p> <p>All children feel safe in school enough to share if they are worried about an adult or child</p> <p>Children are aware that they have a voice that should be heard so they can share should need be</p> <p>Children have been taught in school they should always feel comfortable talking to a trusted adult and that all staff are trusted and will always be there to help them</p>		<p>Children feel comfortable sharing something that is worrying them even if outside of school</p> <p>Children feel safe and share always if they are worried about absolutely anything</p> <p>Children show they feel comfortable knowing their voice will be heard.</p> <p>The children have shown they trust adults within their school environment to share any worries or concerns they may have.</p>
<p>Families</p> <ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony 	<ul style="list-style-type: none"> • Expressing how their relationships are with friend's family <p>Children feel free to express their home lives with others</p> <p>Children can share whether in their homes parents are married, cohabitating or separated</p> <p>Children offer their opinions on how they perceive relationships whether through love or religion</p>	<ul style="list-style-type: none"> • Throughout everyday school and the world of work • Throughout everyday schooling or the world of work • The society I live in, the world around me, and life skills 	<ul style="list-style-type: none"> • Confidence in sharing their opinions on relationships <p>Learning about emotions and how they affect us all and voicing how they feel which the world of work has helped children with so many feelings and recognition of emotions</p> <p>Expressing how we are not only with some through love or religion but could also be with carers /</p>

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<ul style="list-style-type: none"> • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed 	<p>Children show an understanding of marriage but more importantly, happiness is the key.</p> <p>Understanding of what makes a happy healthy stable family</p> <p>Openly share about negative and positive relationships</p>		<p>foster family but they show the importance of a happy home.</p> <p>Showing they are happy whether they are in a family with married parents or not</p> <p>When they say they are happy in foster care or even if they are in a single-parent family, when they feel happy regardless as being happy and cared for and loved for is more important than anything.</p>
<p>Respectful relationships, including friendships</p> <ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship 	<ul style="list-style-type: none"> • Expressing what is right and wrong about a healthy relationship and love and trust and honesty is vital <p>The children always talk about honesty and respect for one another</p>	<ul style="list-style-type: none"> • Throughout everyday schooling and the world of work • Life Skills • MBS and PE lessons 	<ul style="list-style-type: none"> • Expressing how they feel if a parent does not see them or has upset or hurt them


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<ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the 	<p>Some children when spoken to about this had a shocking appearance and did not understand</p> <p>Children show a lot of understanding that they need to respect others as others should respect them too. At times they need reminding of this during a conflict with another.</p> <p>Expressing if they feel they are being bullied online or out of school</p> <p>Sharing stories from outside school they understand is wrong</p> <p>The children have learnt that no one is allowed to touch them inappropriately and that their bodies belong to them only</p>		<p>Feeling free to share if any of their family are upset about another member of their family</p> <p>Children are very opinionated but with the world of work lessons, they have learnt that this is acceptable and people are who they are along as they are happy and feel loved. from being educated in this lesson children have learnt to accept others' stereotypes/ sexual orientation</p> <p>Children freely express if they feel someone respects them in school or out of school</p> <p>Children will tell a member of staff if they feel they are being bullied</p> <p>Children feel relaxed to express out of school activities that may be wrong resulting in the police etc</p> <p>The children show a good understanding that their bodies are their own and no one has the right to touch them where they shouldn't</p>

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<p>Equality Act 2010) and that everyone is unique and equal</p>			
<p>Online and media</p> <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners 	<ul style="list-style-type: none"> • Children show how they have learnt through various subjects that their privacy should not be violated and how they also should act appropriately to others online or not <p>When the children are quizzed on this topic, they are aware of the dangers online and what you should share or not</p> <p>The children know it's not ok to even click on anything that's been sent so they would tell an adult first</p> <p>They would speak to a trusted adult</p> <p>They would not click on something they don't know</p> <p>Covered this a little in life skills but they are aware that there are inappropriate things online they should not see</p>	<ul style="list-style-type: none"> • The world of work and throughout the school • Life skills and Computing lessons • Throughout school 	<ul style="list-style-type: none"> • Children are very vocal in what is right and wrong online or not and how they should act appropriately <p>Children can say what they are allowed to share or not online</p> <p>Children always say that they would never click on any link sent or would they send anything to anyone without an adult's permission.</p> <p>Showing safe online behaviour</p> <p>Children show awareness that there are things they really shouldn't see online maybe some more than others</p>

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<ul style="list-style-type: none"> • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • About the harm of AI-generated sexual imagery and deepfakes. • How 'sextortion' is a form of online blackmail • How information and data is generated, collected, shared and used online 	<p>This is upcoming in lessons to this kind of online behaviour as vital but the children show they are aware at times that there are things they are meant to see</p>		<p>At times children say they have seen things they should not have seen but are very vocal about their experience</p>
<p>Being safe</p> <ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) <p>Life-Saving Skills:</p> <ul style="list-style-type: none"> • Basic treatment for common injuries and ailments 	<ul style="list-style-type: none"> • Upcoming topics to be addressed 	<ul style="list-style-type: none"> • Throughout school, Computing lessons and the world of work, the society I live in and life skills • Science lessons 	<ul style="list-style-type: none"> • Children are encouraged to say if they have experienced anything bad to a member of staff

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<ul style="list-style-type: none"> • How to administer CPR (usually best taught after 12 years old) • The purpose of defibrillators, when one might be needed 			
<p>Intimate and sexual relationships, including sexual health</p> <ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex 	<ul style="list-style-type: none"> • Puberty talk by HG <p>Sexuality – Gender – Non-Binary / pronouns</p> <p>Topics covered</p> <p>TSILI – gangs, consequences of crime</p> <p>Difference between sweets and medication</p>	<ul style="list-style-type: none"> • The world of work, life skills and throughout the school • Science lessons 	<ul style="list-style-type: none"> •

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<ul style="list-style-type: none"> • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment • 'Virginity testing' and hymenoplasty 			
<p>Menstrual and Gynaecological Health:</p>			

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<ul style="list-style-type: none"> • What is an average period • Period problems such as premenstrual syndrome • Heavy menstrual bleeding • Endometriosis • Polycystic ovary syndrome (PCOS) • When to seek help from healthcare professionals • Reproductive Health: • Facts about fertility and menopause • Potential impact of lifestyle on fertility for men and women 			

Specialist SEMH Independent School

Finding opportunities in every difficulty