



RSHE

Information for parents



Supporting our pupils to grow up safe, healthy, happy and respectful.



The key concepts that are taught in Footsteps are:

Families and Respectful Relationships: Pupils explore what their family looks like, what their family members do for them, who their friends are, and what they like about them.

My Body: Pupils learn to recognise body parts and think about how bodies grow and change over time.

Feelings and Attitudes: Pupils explore different emotions and consider what makes them feel happy, sad, or other feelings.

Life Cycles: Pupils think about what they looked like as babies and what happens as they grow up.

Keeping Safe and Looking After Myself: Pupils learn about private parts of their body, private spaces, and how to identify safe adults they can talk to if something doesn't feel right.

People Who Help Me: Pupils learn to recognise people who support them at home, at school, and in the wider community.

We recognise that RSHE is vital for helping pupils develop the skills they need to stay safe, understand their emotions, and build healthy relationships. This is especially important for learners working at early developmental levels.

RSHE at Footsteps is delivered in a way that best meets each pupil's needs - either individually, in small groups, or as a whole class. Lessons are tailored to support each child's learning and development.

How RHSE is taught at Footsteps

We use a variety of teaching methods to make RSHE accessible and engaging for every pupil. These include:

Individualised Communication: Using strategies that suit each pupil, such as visuals, social stories, and symbols on AAC devices.

Play-Based Learning: Incorporating age-appropriate toys and resources, like small world items, dolls, and mirrors, to support understanding of concepts.

Developmentally Appropriate Books: Using books that explore topics relevant to pupils' learning and experiences.

Safe and Respectful Environment: Following our Positive Behaviour Management Policy to ensure lessons take place in a calm, respectful, and supportive setting and pupils develop an awareness of their own regulation.

This approach ensures that RSHE learning is accessible, practical, and tailored to each pupil's needs.

Supporting your child at home

There are several ways you can support your child's learning in RSHE at home:

Use correct language: Use anatomically correct words when talking about body parts to help your child develop accurate understanding.

Support regulation strategies: Help your child practise strategies for managing emotions and behaviour. Speak to your child's class lead if you would like specific guidance or recommendations.

Build relationships: Encourage your child to interact with a range of familiar adults and peers, practising turn-taking and sharing space.

Explore emotions: Help your child understand feelings by describing what they might be experiencing without labelling it for them. For example, say, "I can see you're crying; maybe you're feeling sad or frustrated," to introduce emotion-based language.

We also hold RSHE parent/carer coffee mornings, where we:

- Give an overview of our curriculum
- Explain relevant Government guidance and updates
- Provide a space to talk with other parents/carers, ask questions, and receive further information

Dates for these sessions will be shared via ClassDojo, so please keep an eye out.

Further information and contact details

You can read our full Relationships, Sex and Health Education Policy, as well as our whole-school RSHE curriculum coverage document on our website.

If you would like further information, please contact your child's Head of School.

Boston Spa Learning - Bryony Bolland-Wai

Headingley Learning - Kathryn Nelson

Woodhouse Learning, Lower School - Abigail Hill

Woodhouse Learning, Upper School - Laura Green