



Relationships, Health and Sex Education (RHSE) Policy (Including EYFS)

ETON END SCHOOL
Eton Road, Datchet

Relationships, Health, and Sex Education

(RHSE) Policy (Including EYFS)



Relevant Statutory Regulations:	ISSR Part 1, para 2A Relationships Education, Relationships and Sex Education (RSE) and Health Education (2026) EYFS Framework (2026) Keeping Children Safe in Education (September 2026) (KCSIE) Working Together to Safeguard Children (March 2024) (WT) Prevent (2023)
Nominated member of SLT responsible for the policy:	Sarah Bond
Updated:	1st September 2026
Date of next review:	1st September 2027

Introduction

The school's policy is based on the DfE Statutory Guidance for Relationships and Health Education (RHE) for the 21st century (2026) and Keeping Children Safe in Education (KCSIE) September 2026. It reflects the aims and ethos of the school in developing life skills and helps to protect, safeguard and promote the wellbeing of pupils.

What is Relationships, Health and Sex Education (RHSE)?

At Eton End, we value Personal, Social, Health and Economic Education (PSHE) / Personal, Social and Emotional Development (PSED) as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole school Jigsaw PSHE curriculum and the Science Curriculum.

To ensure progression and a spiral curriculum we use Jigsaw, the mindful approach to PSHE as our chosen teaching and learning programme and tailor it to our pupil's needs. RHSE is set within the wider school context and supports family commitment and love, respect and affection, knowledge and openness.

High quality [RHSE](#) helps create a safe school community in which pupils can grow, learn, and develop positive, healthy behaviour for life.



It is essential for the following reasons:

- Children and young people have a right to good quality education.
- Children and young people want and need to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- RHSE plays a vital part in meeting schools' safeguarding obligations. It enables pupils to learn about personal safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RHSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.

At Eton End, the school's provision focuses on physical and mental health, attitudes and values, and on developing self-esteem and the skills to manage relationships as well as the human biology aspect. Parents are also given the opportunity to view teaching materials, prior to the sessions specifically dedicated to RHSE, in order that they can be informed and ready to answer any questions that their child may have relating to these issues.

As part of Religious Education and the study of world religions, children explore and learn about issues such as justice, forgiveness, commitment, responsibility and leadership, morality, accountability and other concepts which help to shape their attitudes. They explore rites of passage within different religions and analyse principles inherent within religious stories and the lives of religious figures. Pupils develop knowledge and understanding of life experiences, cultures, beliefs, values and traditions upon individuals and communities.

As part of RHSE it is important that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional, social and physical wellbeing and safety as well as their personal reputation.

In the Early Years' PSED and Physical Development areas of learning support the RHSE curriculum. Pupils consider self-esteem, promoting good behaviour, caring for one another, countering gender stereotyping, promoting good personal hygiene, expressing needs and feelings appropriately and consequences of words and actions. the Understanding the World area of learning, children learn about human and other animal life cycles. Sexual matters are dealt with as they occur. Curiosity and questions are answered sensitively paying due regard



to the child's age and understanding; parents are advised of conversations by Form Teachers / Room Leaders.

2026 RHSE Updates

From 1 September 2026, Eton End School will implement the revised Department for Education guidance for Relationships Education, Relationships and Health Education and Sex Education. The school will review its RHSE curriculum and resources annually to ensure that teaching remains age-appropriate, developmentally appropriate and consistent with the statutory requirements and current guidance.

The revised curriculum places particular emphasis on helping pupils to understand healthy and respectful relationships, personal boundaries, privacy, permission-seeking, appropriate and inappropriate contact, recognising when a relationship or interaction feels unsafe, and knowing how and where to seek help. These principles are taught progressively through the school's RHSE and wider PSHE provision and reinforced through safeguarding education and the school's everyday culture.

Online safety is an integral part of RHSE. Pupils are taught that the same principles of respect, boundaries and appropriate behaviour apply online as they do face to face. They learn to recognise harmful content and contact, protect personal information, understand that people may misrepresent themselves online, and know how to report concerns and seek support.

The school recognises that families have different structures and circumstances. Teaching will reflect this sensitively and respectfully, ensuring that pupils understand that families may look different while relationships within families can be characterised by love, care and commitment. No pupil will be stigmatised because of their family circumstances.

Teaching will be age-appropriate and sensitive to pupils' developmental stage. Staff will use the school's agreed curriculum resources and will respond to spontaneous questions in a calm, factual and appropriate manner. Where a question raises a safeguarding concern, staff will follow the school's Safeguarding Policy and procedures.

The school will continue to distinguish between statutory Relationships Education and the additional sex education chosen by the school. Parents will be informed about the content and purpose of non-statutory sex education and will retain the right to request withdrawal in accordance with the current statutory framework and this policy.

Aims and Objectives

Relationships Education will cover:

- Families and people who care for me
- Caring friendships

- Respectful relationships
- Online relationships
- Being safe



Health Education will cover:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body
- Human Reproduction
- Oral Hygiene (in EYFS, From September 2021)

Where appropriate these topics are taught within the context of family life recognising that others' families, either in school or in the wider world, sometimes look different from their family but that those differences should be respected and know that these families are also characterised by love and care. Care is taken to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to submit comments and ask questions about the policy
- Pupil consultation – we investigated what exactly pupils want from their RHSE

- Ratification – once amendments were made, the policy was shared with governors and ratified.



The Curriculum

The school provides RHSE through:

- Jigsaw, the mindful approach to PSHE using a spiral curriculum
- the Science scheme of work which deals with the body as a living organism (animals including humans topics in Year 5 and 6)
- the RE scheme of work
- EYFS (PSED, Physical Development (PD) and Understanding of the World (UW) areas of learning).

Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Health Education" DfE Guidance p17. Any parent who wishes to withdraw their child from sex education lessons should make the request in writing to the headteacher. Please see the right to withdraw section.

At Eton End, puberty is taught as a statutory requirement of Health Education and covered by the Jigsaw PSHE programme in the 'Changing Me' Puzzle (unit) and we conclude from the DfE Guidance that sex education refers to Human Reproduction. Following consultation with stakeholders the school has decided to teach human reproduction through the Jigsaw programme in addition to the content of the science curriculum.

Inclusion

Special Educational Needs and Disabilities (SEND)

Eton End has a clear approach to identifying and responding to pupils with SEND. A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. It is the responsibility of the teacher to make sure a child with SEND is able to access the curriculum; this is through the school's gradual response approach. Planning for children with SEND takes into account any specific details included in their pupil plan. At Eton End we have high expectations of all. Pupils with SEND will be supported to access lessons and become involved in discussions and activities. It is recognized when teaching RHSE that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND and therefore clear accessible lessons are a vital part of safeguarding.

Refer to the SEND policy.



English as an Additional Language (EAL)

A child for whom English is an additional language and who joins the school is assessed against the DfE Proficiency Scale to ascertain levels of competency in English. It is the responsibility of the teacher to make sure a child with EAL is able to access the curriculum. Next steps are decided and progress is monitored closely by the form tutor, Head of Inclusion and Deputy Head Academic. The school recognises that some topics in RHSE can be challenging for those who have language as a barrier and we seek to support them through bilingual materials where they are available and accessibility tools available on school iPad.

Gifted and Talented

The identification of Gifted and Talented pupils is an integral part of Eton End's broader development of maximum inclusion of educational opportunity and confirms our commitment to providing an environment in which all pupils are enabled to realise their potential. We aim to raise the aspirations, expectations of achievement, ensure greater enterprise, self-reliance and independence for all pupils. In order to achieve these aims, we will ensure that all pupils have opportunities to develop specific skills or talents within a curriculum which has a depth of understanding as well as breadth. Refer to the Gifted and Talented Policy.

Spiritual, Moral, Social and Cultural (SMSC)

RHSE is fundamental part of our SMSC programme. RHSE at Eton End focuses on relationships and issues that arise from relationships. In delivering RHSE it is our aim to prepare pupils for the opportunities, responsibilities and experiences of later life and to develop a healthy, safe lifestyle.

Teaching and Learning and Resources

A range of teaching methods are used that enable pupils to actively participate in their own learning.

- The Jigsaw curriculum and associated resources and activities
- Direct teaching: exposition by the teacher to the whole class
- Class discussion
- Group discussion
- Questioning children on their understanding to develop clarity of thought and the ability to explain, reason and explore their own thinking



- Use of a range of resources including TV programmes, DVDs, YouTube, reading materials and websites
- Role-play and Small World figures/dolls – both genders (with genitalia) and multicultural in ethnicity
- Children's review of their own learning

Confidentiality

Wherever possible RHSE will be delivered by class teachers who have a strong relationship with their forms, however, if timetabling will not allow this to happen a teacher who is known to the pupils and is suitably qualified will deliver the curriculum. Teachers teach in a safe learning environment where confidentiality is respected and the Jigsaw Learning Charter is clearly displayed and adhered to. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In this instance the teacher will follow the steps outlined in the Safeguarding Policy and Procedures.

Parents

The RHSE policy is available for parents to see on the school website. As a school we are always happy to discuss any questions or queries parents may have. Any questions from parents regarding the content of the curriculum and the teaching of Relationships and Health Education should be directed, in the first instance, to the Head, Mrs Sarah Bond, who is Head of PSHE.

The school is well aware that the primary role in children's Relationships and Health Education lies with parents. The school wishes to build a positive and supporting relationship with the parents at the school through mutual understanding, trust and cooperation. In promoting this objective, the school:

- Informs parents about the school's Relationships and Health Education policy and practice.
- Answers any questions that parents may have about the Relationships and Health Education of their child.
- Takes seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships and Health education in the school.



- Offers regular consultation groups for parents to ask questions about the RHSE curriculum and view the resources used.

Right to Withdraw - updated in line with

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Parents cannot withdraw their child from statutory Relationships Education. The school will make clear to parents which elements of the programme are statutory and which elements constitute non-statutory sex education. Where the school provides non-statutory sex education in primary school, parents may request withdrawal in accordance with the current statutory guidance. Requests must be made in writing to the Headteacher, who will discuss the request with the parent before reaching a decision and will keep an appropriate record.

Science content relating to human reproduction remains part of the statutory Science curriculum and is not subject to withdrawal from Relationships Education.

Parents will be given the opportunity to view the materials used with the children in advance of any lessons. A copy of withdrawal requests will be placed in the pupil's educational record. Before granting any such request the Head will discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process to ensure a record is kept. Although any request to withdraw from non-statutory sex education in the primary school will be granted, in line with best practice the Head will discuss with parents 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 said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Alternative, meaningful work will be given to pupils who are withdrawn from RHSE, however this may need to be completed in a classroom of another year group.

Online Safety

At Eton End, pupils are educated in E-safety in both Digital lessons, PSHE and PSED/UW lessons; this is age appropriate. There are robust filtering and monitoring systems in place to help protect children and young people from inappropriate online content, cyber-bullying and exploitation. Pupils are also taught how to keep safe online and about sharing personal information and photographs online. Parents are regularly offered E-safety advice.



Equality

Eton End is committed to an inclusive RHSE curriculum which enables all pupils to understand the importance of equality, dignity and respect. Teaching will take account of pupils' age, maturity, SEND, EAL needs, cultural and family backgrounds and individual circumstances. Pupils will be supported to understand that people and families may be different and that difference must not be a reason for bullying, discrimination or exclusion.

The school will teach about protected characteristics where this is appropriate to the age and maturity of pupils and in accordance with the Equality Act 2010 and current DfE guidance. Content concerning gender, sex and gender reassignment will be taught carefully, factually and sensitively, with regard to the statutory framework and the school's safeguarding and equality duties.

Classroom practice and pedagogy considers pupils' ability, age, readiness and cultural backgrounds, and is adjusted to enable all pupils to access the learning through differentiation by the class teacher. Pupils will be encouraged to respect other people with particular regard to the protected characteristics under the Equality Act 2010.

The protected characteristics as listed in Part 2, Chapter 1 of the Equality Act 2010 are as follows:

- Age
- Disability
- Gender reassignment

Marriage and civil partnership

- Pregnancy and maternity (Chapter 2)
- Race
- Religion or belief
- Sex
- Sexual orientation.

At Eton End School, we teach a wide range of faith perspectives, we do not have a distinctive religious character which informs our teaching on relationships. Balanced debate takes place across the curriculum, the teaching staff and our ethos helps and encourages the children to understand that they have a right to their own opinion, and that all their opinions are valid.



Monitoring and Evaluation

This policy is monitored by the SLT. At Eton End we use the Gridmaker for SMSC to collate aspects of PSHE and RHSE, this is monitored by the Deputy Head Pastoral. The Head will check the Jigsaw website for up to date lesson planning in line with statutory guidance, before the 'Changing Me' topic which includes sex education.

RHSE at Eton End School is reviewed in line with current Government guidelines.

APPENDIX 1

Learning Outcomes for Relationships Education

By the end of Primary School:



Families and people who care for me	Pupils should know 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, which may be of different types, are at the heart of 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. 5. 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	Pupils should know 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..
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Respectful, kind relationships	Pupils should know 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
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Online safety and awareness	Pupils should know 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	Pupils should know 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.
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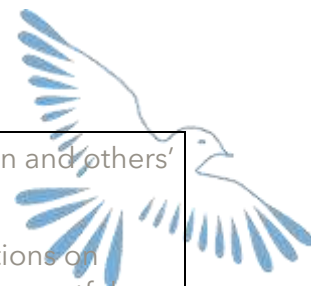
APPENDIX 2

Learning Outcomes for Health Education

By the end of Primary School:



General wellbeing	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. That it is common to experience mental health problems, and early support can help.
Wellbeing Online	Pupils should know 1. that for most people the internet is an integral part of life and has many benefits. 2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of



	positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	Pupils should know • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. • the risks associated with an inactive lifestyle, including obesity. • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth



	decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know • The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health and prevention	Pupils should know 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal Safety	1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	Pupils should know: 1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing Bodies

Pupils should know:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

