

# Relationship, Sex and Health Education (RSHE) Policy



**2022/2023**

Little Ilford School

**RSHE leads:**

Miss S Akhtar

Mrs R Amin

Signature of headteacher:

Signature of chair of governors:

Date ratified by governors:

When the policy will be reviewed: 2023 (reviewed every three years)

*\*A copy of the policy will be available, free of charge, to anyone who asks for one and will be published on the school website.*

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### **Policy context and rationale:**

This policy sets out how RSHE will be delivered at Little Ilford School and why it is important. At Little Ilford School, we encourage our staff and pupils to:

1. Take ownership of learning and aspirations so that they fulfil their unique potential.
2. Promote equality and respect so that staff and students feel safe, looked after and valued.
3. Embrace challenge and change so that everyone has the confidence to broaden their horizons;
4. Improve and achieve through resilience and self-reflection so that they are role models within the local community and the wider world.

### **These are achieved through the three Cs:**

- ★ Courage
- ★ Commitment
- ★ Compassion

Jo Sell, the Newham RSHE Advisor and Claire Clinton, Religious Education Advisor carried out a consultation with the following groups:

- Young People's Sexual Health Services
- Parents/carers - Consultation with over 30 governors who are Newham parents/carers. Also, through a survey sent to parents and carers.
- LGBT+ community - Individuals, groups and teachers who identify as LGBTQ+
- Councilors - Briefing and consultation with over 30 councilors present,
- Teachers - 80+ attended RSHE training, 55+ attended Network Meetings
- Other places - Birmingham, Redbridge and Tower Hamlets RSE leads
- Governors & trustees - around 130 attended training at Education Space on RSHE
- Faith groups - 20 survey monkey responses and meeting held with 30 Imams
- SACRE (Standing Advisory Council on Religious Education) - 19 different individuals representing:
  - Muslims - Sunni and Shia
  - Christians - Catholic and protestant
  - Hindus
  - Buddhists
  - Jews
  - Sikhs
  - Humanists
- Students- carried out in December with three primary and three secondary schools, involving around 130 students
- SEND educational services
- DfE and Ofsted
- Head Teachers including Nursery Head Teachers

We have merged their findings with the staff, student and parent voice we conducted to create this policy.

### **Legislation (Statutory Regulations and Guidance):**

1. The Education Act 2002 stated that all schools must provide a curriculum which promotes the spiritual, moral and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life.
2. The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, provide that pupils receiving secondary education must be taught RSE and Health Education.
3. The 2019 RSHE (RSE) Curriculum Statutory guidance for all schools replaces the Sex and Relationship Education guidance (2000).

Further information can be found here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

### **Curriculum Design:**

1. The lessons will be taught every fortnightly by form tutors and other staff members, such as teaching assistants.
2. Each lesson will be for one period, 50 minutes, and will be delivered during period 2 of the school day in form rooms. The reason for this is:
  - (a) The form tutors see their class more as a subject lesson and will understand the strengths and weaknesses of their pupils as it is their role to check the daily progress students are making. Therefore, we have decided that the form tutors will deliver the sessions due to the relationship that the form tutors build with their class over the years.
  - (b) We have worked with the school's Designated Safeguarding Lead and School Counsellor to learn more about the issues that arise in each year group and, as a result, have created a curriculum map based on the needs of our pupils.

### **Safe and effective practice:**

1. As RSHE will draw on real life experiences, we will ensure that the learning environment is safe and supportive. There will be a set of ground rules created for each topic, which teachers will cover with the pupils to ensure that everyone feels comfortable. The lessons designed and resources created will compliment our aim of creating a safe and supportive atmosphere for learning. Pupils will be made aware of who they can speak to, such as the Pastoral Team and the School Counsellor, if they feel overwhelmed.
2. All staff members are trained in Safeguarding, which was last completed on the 2nd of September 2022. All staff members undertake an annual Safeguarding training.

3. Staff members will be made aware of sources of support if they find materials difficult to deliver.

### **Equality of Opportunity:**

1. Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance can be found here:  
<https://www.gov.uk/guidance/equality-act-2010-guidance#overview>
2. Schools should pay particular attention to the Public Sector Equality Duty (PSED), (section 149 of the Equality Act), which states three objectives:
  - (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
  - (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
  - (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
3. Further information can be found here by clicking on the following link:  
<https://www.gov.uk/government/publications/public-sector-equality-duty>
4. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.
5. Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. This should be taken into consideration in designing and teaching these subjects. A school, could, for example, consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.
6. Schools should consider the makeup of their own student body, including the gender and age range of their pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.
7. Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to

play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.

8. Schools should refer to the Department's advice, Sexual violence and sexual harassment between children in schools and colleges:

[Sexual violence and sexual harassment between children in schools and colleges](#)

9. The advice sets out what sexual violence and sexual harassment are, the current evidence on their preponderance in schools and colleges, how to minimise the risk of them occurring and what to do when they do occur or are alleged to have occurred. Schools should be aware of the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment should be taken seriously; staff should be aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males. However, males can also be the victims of sexual violence and it can also happen in same-sex relationships. It is, however, essential that assumptions are not made about the behaviour of boys and young men and that they are not made to feel that this behaviour is an inevitable part of being male; most young men are respectful of young women and each other. An understanding of all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults.

**Aims of RHSE Curriculum:**

1. Today's children and young people are growing up in an increasingly complex world and are living their lives seamlessly on and offline. Children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.
2. All compulsory subjects and content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, whilst always aiming to provide students with knowledge of the law that they need.
3. For SEND: we will look at the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.
4. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.
5. The curriculum will focus around developing pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

6. Teaching about mental wellbeing is central to these subjects. The new subject content will give students the knowledge and capability to take care of themselves and receive support if problems arise.
7. The aim of RSHE is to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. It is also intended to help young people to become successful and happy adults who make meaningful contributions to society. The curriculum aims to enable pupils to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.
8. Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristics.
9. Schools should consider developing pupil knowledge on finance and careers, so pupils have the knowledge and skills to work towards building a future after they leave school.
10. The RSHE guidance replaces the Sex and Relationships Education 2000 and will be reviewed every three years from 2020.

#### **Withdrawal rights:**

1. Parents have the right to request that their child be withdrawn from some or all of sex education, which can be found on pages 8 - 13, delivered as part of statutory RSE. Before granting any such request, the head teacher will need to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Once the discussions have taken place, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16.
2. After the age of 16, if the child wishes to receive sex education rather than be withdrawn the school should make arrangements to provide the child with sex education during one of those terms.

**The following documents will be used for planning and training:** [All the documents can be found by clicking on the link below].

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/about-this-guidance>

1. Keeping Children Safe in Education: This document will be used, and will be available for all staff members, when planning the RSHE curriculum. The document sets out the legal duties you must follow to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges.

2. Respectful School Communities: Self-Review and Signposting Tool: This tool is to support a whole school approach that promotes respect and discipline. This document will be used when planning lessons and available for staff members to look through.
3. Behaviour and Discipline in School is a set of advice for school, including advice for appropriate behaviour between pupils. We will use this alongside the LIS Behaviour Policy to ensure pupils understand how to behave in lessons and outside of lessons.
4. Equality Act 2010 and Schools: This is non-statutory advice from the Department for Education, produced to help schools to understand how the Equality Act affects them and how to fulfil their duties under the Act. On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The exceptions to the discrimination provisions for schools are all replicated in the current act – such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character. When planning the curriculum, the school will take into consideration what the Act states and use the Act as a resource.

### **What will be taught?**

*\*We have worked closely with the Science, PE and IT departments to ensure content does not overlap. We have also worked with our Safeguarding Officer to ensure the topics being delivered to the pupils are relevant.*

1. RSE

2. Health Education }

3. PSHE/Citizenship

4. Careers

**Topics as per statutory guidance**

Year 7 [18 lessons = 2 - 3 lessons each topic]	
Topic 1 <b>Families</b>	1. Characteristics of healthy relationships vs domestic abuse. 2. How families can act as a support mechanism.
Topic 2 <b>Respectful relationships including Friendships</b>	3. The characteristics of positive and healthy friendships, including emotions within friendships and qualities of a healthy friendship. 4. Being discerning and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
Topic 3 <b>Online and Media</b>	5. Online safety (dangers of sharing pictures and meeting online friends) 6. Media and self-esteem 7. Fortnite, Grooming and online gaming
Topic 4 <b>Being Safe</b>	8. Challenging negative behaviour and attitudes: (Bullying, prejudice, stereotypes and discrimination of faith groups, including Islamophobia), 9. The Equality Act 2010



Topic 5 <b>Intimate &amp; Sexual Relations, including Sexual Health</b>	<p>10. Puberty changes (separate for boys and girls)</p> <p>11. Personal hygiene</p>
Topic 6 <b>Mental wellbeing</b>	<p>12. Managing mental health (how to talk about their emotions accurately and sensitively, using appropriate vocabulary).</p> <p>13. Understanding the importance of sleep and relaxation.</p>
Topic 7 <b>Physical Health and Fitness</b>	<p>14. The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</p> <p>15. Vaccination and immunisations</p> <p>16. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p>
Topic 8 <b>Careers/Gatsby benchmark</b>	<p>17. Identifying goals</p> <p>18. Planning skills</p>

<b>Year 8</b> [18 lessons = 2 - 3 lessons each topic]	
Topic 1 <b>Families</b>	<p>1. Family and identity</p> <p>2. Managing a range of relationships including healthy relationships between family members.</p>
Topic 2 <b>Respectful relationships including Friendships</b>	<p>3. LGBTQ+ bullying</p> <p>4. A supportive friend (respect for the belief of others and active listening)</p>
Topic 3 <b>Online and Media</b>	<p>5. Online etiquette, including cyberbullying: This includes rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>6. Online privacy and personal safety</p> <p>7. Social media and relationship with self.</p>
Topic 4 <b>Being Safe</b>	<p>8. Law making in the UK including marriage; consent, including the age of consent; violence against women and girls [and men and boys]; Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nude selfies,; Pornography; Abortion; Sexuality; Gender identity; Substance misuse; Violence and exploitation by gangs; Hate crime; Female genital mutilation (FGM).</p>
Topic 5 <b>Intimate &amp; Sexual Relations, including Sexual Health</b>	<p>9. Behaviours in healthy and unhealthy romantic relationships: This includes 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.</p> <p>10. The risk of underage pregnancy and how to keep safe.</p>
Topic 6	<p>11. Developing 'digital resilience' in the context of online pressures.</p>

<b>Mental wellbeing</b>	<p>12. Awareness of common mental health concerns such as anxiety and depression.</p> <p>13. How positive behaviour affects feelings of wellbeing.</p>
Topic 7 <b>Physical Health and Fitness</b>	<p>14. Long-term physical health: This includes key facts about puberty, the changing adolescent body and menstrual wellbeing.</p> <p>15. Positive Body Image</p> <p>16. Responsibility for own health: This includes the risks of cigarette smoking, shisha and vaping.</p>
Topic 8 <b>Careers/ Gatsby benchmark</b>	<p>17. Long-term goals</p> <p>18. Budgeting and savings</p>

<b>Year 9</b> [18 lessons = 2 - 3 lessons each topic]	
Topic 1 <b>Families</b>	<p>1. Different types of domestic violence and how to seek help</p> <p>2. The importance of communication with parents and siblings and understanding the importance of support mechanisms within the family (e.g. help with studies)</p>
Topic 2 <b>Respectful relationships including Friendships</b>	<p>3. Power and control in intimate relationships: this includes how to deal with break up of teenage relationships</p> <p>4. The importance of support mechanism from friendship groups</p>
Topic 3 <b>Online and Media</b>	<p>5. Media manipulation</p> <p>6. The ramifications of sexting and sending inappropriate pictures (revenge porn).</p>
Topic 4 <b>Being Safe</b>	<p>7. 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.</p> <p>8. County Lines, Money Muling, Chicken Shop grooming and Cuckoo Houses.</p> <p>9. Challenging negative behaviour and attitudes: This includes counter terrorism, anti-semitism and Islamophobia.</p>
Topic 5 <b>Intimate &amp; Sexual Relations, including Sexual Health</b>	<p>10. That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others. This includes sexual harassment and stalking.</p> <p>11. The choice to delay sex or to enjoy intimacy without sex, including contraception choices and the morning after pill</p> <p>12. STIs, HIV and Aids</p>
Topic 6 <b>Mental wellbeing</b>	<p>13. Reflection on importance of sleep in relation to mental health</p> <p>14. Dealing with grief and loss</p>
Topic 7 <b>Physical Health and Fitness</b>	<p>15. Different types of addiction, including classification of drugs, exploring illegal drugs and effects. The dangers of cigarette smoking, shisha and vaping.</p> <p>16. First Aid</p>
Topic 8	<p>17. SMART planning</p>

<b>Careers/Gatsby benchmark</b>	<b>18. Personal strengths and healthy goals</b>
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<b>Year 10</b> [18 lessons = 2 - 3 lessons each topic]	As Year 10s will miss one week of learning due to work experience, so they will study 17 topics.
<b>Topic 1 Families</b>	<ul style="list-style-type: none"> <li>1. Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>2. Sustaining long-term relationships: This includes the characteristics and legal status of other types of long-term relationships.</li> </ul>
<b>Topic 2 Respectful relationships including Friendships</b>	
<b>Topic 3 Online and Media</b>	<ul style="list-style-type: none"> <li>3. Exploring world issues: This include women's rights and equality, #Metoo movement and Times up and Brexit</li> <li>4. Threats to online safety and safe mobile phone use, including online identity.</li> </ul>
<b>Topic 4 Being Safe</b>	<ul style="list-style-type: none"> <li>5. Understanding safety in the UK and beyond: this includes knife crime and other types of crimes</li> <li>6. Identifying a range of health risks and strategies for staying safe</li> <li>7. Consequences of relationships ending (domestic abuse and violence, bullying, revenge porn, grief-cycle)</li> </ul>
<b>Topic 5 Intimate &amp; Sexual Relations, including Sexual Health</b>	<ul style="list-style-type: none"> <li>8. Pregnancy facts and myths</li> <li>9. Sexual violence (assault and rape) and pressure</li> <li>10. What are your rights in a relationship?</li> </ul>
<b>Topic 6 Mental wellbeing</b>	<ul style="list-style-type: none"> <li>11. How to deal with new challenges how to promote positive mental health to manage change, now and in the future.</li> <li>12. Self Harm and suicidal thoughts and support</li> </ul>
<b>Topic 7 Physical Health and Fitness</b>	<ul style="list-style-type: none"> <li>13. Drugs, alcohol and tobacco</li> <li>14. Diet and long-term health</li> <li>15. Common threats to health including chronic disease, epidemics and misuse of antibiotics</li> </ul>
<b>Topic 8 Careers/ Gatsby benchmark</b>	<ul style="list-style-type: none"> <li>16. Writing a CV and personal statement</li> <li>17. How to deal with stress and pressure</li> </ul>

<b>Year 11</b> [16 lessons = 2 - 3 lessons each topic]	As Year 11s will be sitting their GCSEs this year, we have only kept the topics we saw as important from a safeguarding perspective and shorter as Year 11s will finish school earlier due to exams.
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Topic 1 <b>Families</b>	
Topic 2 <b>Respectful relationships including Friendships</b>	
Topic 3 <b>Online and Media</b>	<ol style="list-style-type: none"> <li>1. Social media and culture, including Insta life vs Real life</li> <li>2. Online profile and impact on future goals</li> </ol>
Topic 4 <b>Being Safe</b>	<ol style="list-style-type: none"> <li>3. Challenging negative behaviour and attitudes (extremism/radicalisation, forced marriage, honour-based violence, hate crime, FGM and other abuses)</li> <li>4. Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)</li> </ol>
Topic 5 <b>Intimate &amp; Sexual Relations, including Sexual Health</b>	<ol style="list-style-type: none"> <li>5. Positive and negative connotations of sex</li> <li>6. Abuse in teenage relationships</li> <li>7. Teenage Pregnancy choices</li> </ol>
Topic 6 <b>Mental wellbeing</b>	<ol style="list-style-type: none"> <li>8. Managing anxiety and stress, including exam pressure</li> <li>9. Concentration strategies</li> <li>10. Work/ life balance</li> </ol>
Topic 7 <b>Physical Health and Fitness</b>	<ol style="list-style-type: none"> <li>11. The importance of exercise and eating healthy (especially for exams)</li> <li>12. Improving health</li> <li>13. Misuse of prescription drugs</li> </ol>
Topic 8 <b>Careers/ Gatsby benchmark</b>	<ol style="list-style-type: none"> <li>14. Dream jobs</li> <li>15. Education and training options</li> <li>16. Skills identification and realistic goals</li> </ol>

**Pupils with special educational needs and disabilities (SEND):**

SEND students will be studying the same eight topics as the whole school (see list below), however lessons will be tailored to meet their needs and their capability to understand the content. Young people with learning disabilities are more vulnerable because of their needs and need to be given the tools to cope in the wider world.

1. Families
2. Respectful relationships, including friendships
3. Online and media
4. Being safe
5. Intimate and sexual relations, including sexual health
6. Mental wellbeing
7. Physical health and fitness
8. Careers and Gatsby benchmark

Lessons for the SEND students will be created using resources from organisations such as

MENCAP and NSPCC.

**Assessment, outcomes, monitoring and accountability:**

1. Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed and assessment used to identify where pupils need extra support or intervention. Assessments allow teachers to know how much a pupil has learnt and understood a topic. It is vital for pupils to understand how to look after themselves and others around them. Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. So, while there is no formally examined assessment for these subjects, teachers will assess outcomes through:
  - A. Questioning
  - B. Presentations
  - C. End of unit tests [these scores will be added on Go4School]
  - D. Content quizzes
  - E. Learning Walks

**The outcomes we expect from our pupils are:**

1. Understanding the importance of healthy relationships within families and friendships and the support we receive from our families and friends.
2. Understanding the dangers present online and through different forms of media and how to keep safe.
3. Understanding how to look after oneself and being safe in the community.
4. Understand the importance of sexual health and risks associated with intimate and sexual relations.
5. Understand the importance of mental health and where to seek support and advice.
6. Understand why it is important to look after one's health and fitness and the different ways to do this.
7. Understand the different types of careers one can choose and how to manage finances.

**Monitoring:**

1. RSHE leads will ensure the topics taught are meeting the aims and outcomes through staff and student surveys as well as learning walks.

**Accountability:**

1. Key aspects of Relationships Education, RSE and Health Education are in scope for Ofsted inspection; for example, through inspectors' consideration of pupils' personal development, behaviour and welfare; and pupils' spiritual, moral, social and cultural development.

### **Safeguarding, reports of abuse and confidentiality:**

1. At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) outlines the expectations that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.
2. It is good practice to allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.
3. KCSIE is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.
4. Good practice would be to involve the Designated Safeguarding Lead (or deputy) in anything that is safeguarding-related in the context of these subjects. They will potentially have knowledge of trusted, high quality local resources that could be engaged, links to the police and other agencies and the knowledge of any particular local issues which it may be appropriate to address in lessons.
5. Where a school invites external agencies in to support delivery of these subjects, they must agree in advance of the session how a safeguarding report should be dealt with by the external visitor. It is important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.
6. There are some important points for teachers in terms of how they approach this content and how they consider their planning. When teaching the new subjects, schools should be aware that children may raise topics including self-harm and suicide. In talking about this content in the classroom, teachers must be aware of the risks of encouraging or making suicide seem a more viable option for students, and avoid material that is instructive rather than preventative. They should take care to avoid giving instructions or methods of self-harm or suicide and avoid using emotive language, videos or images.
7. If teachers have concerns about a specific pupil in relation to self-harm or suicidal ideation or attempts, they must follow safeguarding procedures.

### **Counselling services:**

If staff feel any students are in need of counselling or if students (and their families) request any counselling, the request is processed through the Pastoral team.

**External Visitors:**

1. Working with external organisations can enhance the delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.
2. Schools should ensure that the teaching delivered by the visitor fits with their planned programme and their published policy.
3. Schools should ask to see the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs.
4. It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.