



Relationship, Sex and Health Education (RSHE) Policy 2020/2021

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

This policy has been created through consulting with:

- The wider community of Newham through the Local Authority, on behalf of all Newham schools, in addition to Little Ilford School's own consultation.
- 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 LGBT+
- Councillors - Briefing and consultation with over 30 councillors present
- Teachers - 80+ attended 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 - 19 different individuals representing:
 - Muslims - Sunni and Shia
 - Christians - Catholic and protestant
 - Hindus
 - Buddhists
 - Jews
 - Sikhs
 - Humanists
- Pupils - carried out in December with three primary and three secondary schools, involving about 130 pupils
- SEND educational services
- DfE and Ofsted
- Head Teachers including Nursery Head Teachers

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 fortnight, 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 3 of the school day. The reason for this is:
 - (a) Year 7 and 8 will have form time, break and then back in their form classes.
 - (b) Years 9, 10 and 11 will have form time and then will remain in their class for the RSHE lesson. This will limit student movement around the school.
 - (c) The form tutors see their class more than 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 the form tutors will deliver the sessions due to the relationship form tutors build with their class over the years.
 - (d) 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 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 March 2020.

3. Staff members will also be made aware of where they can seek support if they feel overwhelmed.

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:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

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 have alleged to 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 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 while always with the aim of providing pupils with the knowledge they need of the law.
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 aimed 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 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 department 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 [20 lessons = 2 lessons each topic]	
Topic 1 Families	<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. • How families can act as a support mechanism. • Types of domestic abuse
Topic 2 Respectful relationships including Friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships; qualities of a healthy friendship, and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • What makes a good friend. • How to build meaningful friendships. • Friendships and managing them.
Topic 3 Online and Media	<ul style="list-style-type: none"> • Online safety(dangers of sharing pictures and meeting online friends) • Fortnite, Grooming and online gaming
Topic 4 Being Safe	<ul style="list-style-type: none"> • What are the different types of stereotypes that exist in our society? (Breaking down stereotypes) • Why is there prejudice and discrimination in society and how to deal with these? • Challenging Islamophobia
Topic 5 Intimate &	<ul style="list-style-type: none"> • Puberty (separate for boys and girls) • Menstruation

Sexual Relations, including Sexual Health	<ul style="list-style-type: none"> Personal hygiene
Topic 6 Mental wellbeing	<ul style="list-style-type: none"> How to talk about their emotions accurately and sensitively, using appropriate vocabulary. Understanding that happiness is linked to being connected with others. Understanding the importance of sleep and relaxation.
Topic 7 Physical Health and Fitness	<ul style="list-style-type: none"> 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. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Topic 8 Careers/Gatsby benchmark	<ul style="list-style-type: none"> Careers and your future Proud to be Me and career choices

Year 8 [20 lessons = 2 lessons each topic]	
Topic 1 Families	<ul style="list-style-type: none"> Healthy relationships between family members. Dealing with conflict within families.
Topic 2 Respectful relationships including Friendships	<ul style="list-style-type: none"> What is LGBTQ+? Homophobia in schools and challenging homophobia. A supportive friend
Topic 3 Online and Media	<ul style="list-style-type: none"> Relationships Online - 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. → Cyber bullying 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.
Topic 4 Being Safe	<ul style="list-style-type: none"> Making decisions and making priorities 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, etc.) ; Pornography; Abortion; Sexuality; Gender identity; Substance misuse; Violence and exploitation by gangs; Hate crime; Female genital mutilation (FGM)
Topic 5 Intimate & Sexual Relations, including Sexual Health	<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. The risk of underage pregnancy and how to keep safe.
Topic 6 Mental	<ul style="list-style-type: none"> What is mental health? How to recognise early signs of mental well being concerns.

wellbeing	<ul style="list-style-type: none"> Types of bullying and the effect this has on mental wellbeing.
Topic 7 Physical Health and Fitness	<ul style="list-style-type: none"> Key facts about puberty, the changing adolescent body and menstrual wellbeing. The main changes which take place in males and females, and the implications for emotional and physical health. Positive Body Image The risks of cigarette smoking, shisha and vaping.
Topic 8 Careers/ Gatsby benchmark	<ul style="list-style-type: none"> Savings and borrowing Exploring careers

Year 9 [20 lessons = 2 lessons each topic]	
Topic 1 Families	<ul style="list-style-type: none"> Different types of domestic violence and how to seek help The importance of communication with parents and siblings. The importance of support mechanisms within the family (e.g. help with studies)
Topic 2 Respectful relationships including Friendships	<ul style="list-style-type: none"> How to deal with break up of teenage relationships The importance of support mechanism from friendship groups
Topic 3 Online and Media	<ul style="list-style-type: none"> 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. The ramifications of sexting and sending inappropriate pictures (child porn).
Topic 4 Being Safe	<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. County Lines, Money Muling, Chicken Shop grooming and Cuckoo Houses. What is terrorism? Counter Terrorism, Anti-Semitism and Islamophobia
Topic 5 Intimate & Sexual Relations, including Sexual Health	<ul style="list-style-type: none"> 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 and menopause. 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. That they have a choice to delay sex or to enjoy intimacy without sex. Contraception and the morning after pill STIs, HIV and Aids
Topic 6 Mental wellbeing	<ul style="list-style-type: none"> Common types of mental ill health (e.g. anxiety and depression). How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. Dealing with grief and loss

<p>Topic 7</p> <p>Physical Health and Fitness</p>	<ul style="list-style-type: none"> • Basic treatment for common injuries. Life-saving skills, including how to administer CPR.15. The purpose of defibrillators and when one might be needed. • Different types of addiction, including classification of drugs. • Exploring illegal drugs and effects. • The dangers of cigarette smoking, shisha and vaping.
<p>Topic 8</p> <p>Careers/Gatsby benchmark</p>	<ul style="list-style-type: none"> • Budgeting and financial management

<p>Year 10</p> <p>[20 lessons = 2 lessons each topic]</p>	
<p>Topic 1</p> <p>Families</p>	<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/carers with respect to raising of children, including the characteristics of successful parenting.
<p>Topic 2</p> <p>Respectful relationships including Friendships</p>	
<p>Topic 3</p> <p>Online and Media</p>	<ul style="list-style-type: none"> • Exploring world issues - Women's rights and equality and Brexit • #Metoo movement and Times up • Screen time and safe mobile phone use • Online gambling • Social media validation
<p>Topic 4</p> <p>Being Safe</p>	<ul style="list-style-type: none"> • Preventing knife crime • Keeping data safe • 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.
<p>Topic 5</p> <p>Intimate & Sexual Relations, including Sexual Health</p>	<ul style="list-style-type: none"> • Domestic abuse and violence • Sexual violence (assault and rape) • What are your rights in a relationship?
<p>Topic 6</p> <p>Mental wellbeing</p>	<ul style="list-style-type: none"> • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. • Self Harm • Suicidal thoughts and support
<p>Topic 7</p> <p>Physical Health and Fitness</p>	<ul style="list-style-type: none"> • Drugs, alcohol and tobacco
<p>Topic 8</p> <p>Careers/ Gatsby benchmark</p>	<ul style="list-style-type: none"> • Consumer and employment rights • Writing a CV • Writing a personal statement • How to deal with stress and pressure

Year 11 [20 lessons = 2 lessons each topic]	
Topic 1 Families	
Topic 2 Respectful relationships including Friendships	
Topic 3 Online and Media	<ul style="list-style-type: none"> • Insta life vs Real life
Topic 4 Being Safe	<ul style="list-style-type: none"> • Extremism/radicalisation • Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) • County Lines (what is it and what are the risks?)
Topic 5 Intimate & Sexual Relations, including Sexual Health	<ul style="list-style-type: none"> • Love and abuse are not the same. • Teenage Pregnancy choices • Abortion (morals, laws and thoughts)
Topic 6 Mental wellbeing	<ul style="list-style-type: none"> • Physical activity to combat stress • Dealing with exam stress and anxiety
Topic 7 Physical Health and Fitness	<ul style="list-style-type: none"> • The importance of exercise and eating healthy (especially for exams)
Topic 8 Careers/ Gatsby benchmark	<ul style="list-style-type: none"> • Consumer and employment rights • Time management

Pupils with special educational needs and disabilities (SEND):

1. The aim of teaching pupils about physical health and mental wellbeing is to give them the information that pupils need to make good decisions about their own health and wellbeing. Physical health and mental wellbeing are interlinked - it is important that pupils understand that good physical health contributes to good mental wellbeing and vice versa. The Relationships Education, RSE and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools, however there should be a sex education programme tailored to the age and physical and emotional maturity of the pupils.

The following topics are taken from the Relationship Education for Primary students, which we will use with our SEND department:

Relationships Education:

The following topics will be taught:

1. **Families and people who care for me** - this includes: the love, security and stability a family gives; the characteristics of healthy family life and the importance of spending time with family; respect other people's families whose may be different to yours; marriage represents a commitment of two people who intend to stay together for a lifetime (Marriage in England and Wales is available to both opposite sex and same sex couples); how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help/ advice.
2. **Caring friendships** - the importance of friendship making one happy and how to choose friends; the characteristics of friendship such as mutual respect, truthfulness, trustworthiness, loyalty and kindness; understanding that healthy friendships are positive and do not make anyone feel excluded; resorting to violence to resolve an issue between friends is never right; to recognise who to trust and who not to trust and how to seek help/ advice.
3. **Respectful relationships** - the importance of respecting others, especially those who are different to them; how to support respectful relationships; how to show courtesy and manners and understanding the importance of self-respect; understanding that to gain respect, one shows respect; different types of bullying and how to get help; understanding of how stereotypes can be unfair and destructive; the importance of permission-seeking.
4. **Online relationships** - understanding that people behave differently online and pretend to be someone they are not; the importance of showing respect for others online; rules of how to keep safe online and how to recognise risks, harmful content and how to report these; how to critically consider online friendships and understanding of how information and data is shared and used online.
5. **Being safe** - understanding what sort of boundaries are appropriate in friendships; the concept of privacy and understanding that secrets which may harm others should not be kept a secret; understanding that each person's body belongs to them and the difference between appropriate and inappropriate physical contact; how to respond safely and appropriately with adults whom one doesn't know; how to recognise and report feelings of being unsafe; how to ask for advice; how to report concerns or abuse; where to get advice from.
6. **Mental wellbeing** - understanding that mental wellbeing is a normal part of daily life; that there is a normal range of emotions and scale of emotions that all humans experience; how to recognise and talk about emotions; how to judge whether what they are feeling and how they are behaving is appropriate; the benefits of physical exercise, time outdoors, community participation; simple self-care techniques; understanding that isolation and loneliness can affect a person and it is important to discuss feelings; understanding that bullying has a negative and lasting impact on mental wellbeing; where and how to seek support; understanding that it is common for people to experience mental ill health.
7. **Internet safety and harms** - understand that for most people, the internet is an integral part of life; the benefits of rationing time spent online and the risks of excessive time spent online; how to consider the effect of one's online actions on others and recognising and displaying respectful behaviour online; why social media and games are age restricted; understanding the internet can be a negative place where online abuse happens which can have an impact on mental health; how to be a discerning consumer of information online and where to report concerns and how to get support.
8. **Physical health and fitness** - the characteristics and mental and physical benefits of an active lifestyle; the importance of building regular exercise into daily and weekly routines;

risks associated with an inactive lifestyle; how and when to seek support.

9. **Healthy eating** - understanding what constitutes a healthy diet; the principles of planning and preparing a range of healthy meals; the characteristics of poor diet and risks associated with unhealthy eating.
10. **Drugs, alcohol and tobacco** - the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
11. **Health and prevention** - how to recognise early signs of physical illness; about safe and unsafe exposure to the sun; the importance of sufficient, good quality sleep; about dental health and the benefits of good oral hygiene; about personal hygiene and the facts and science relating to allergies, immunisation and vaccination.
12. **Basic first aid** - how to make a clear and efficient call to emergency services; concepts of first aid such as dealing with common injuries.
13. **Changing adolescent body** - key facts about puberty, including the physical and emotional changes; about menstrual wellbeing and the menstrual cycle.

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
 - D. Content quizzes
 - E. Written assessments (short essays)

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) sets out 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. Good practice allows 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 pupils and avoid material being instructive rather than preventative. To avoid this, 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:

1. What is Counselling? The aim of counselling is to provide a space where young people can talk about their thoughts, feelings and whatever is worrying them. Counselling may be for a few sessions, or for a longer term. It will be reviewed regularly with the child. What is discussed during the session is confidential unless the counsellor feels that the child or another person's safety is compromised. The counsellor will then inform the child that the information has to be shared.
2. Staff and pupils are made aware of counselling and information services both in and out of school and offered appropriate support. The school counsellor is knowledgeable and experienced in working with young people and is skilled in building a rapport with children and young people. She holds a Level 5 Professional Diploma in Therapeutic counselling, a conversion Diploma Adult to Adolescent and school Counselling and is a registered member of the British Association for Counselling and Psychotherapy (BACP). The counselling will be delivered according to the BACP 'Ethical Framework for Good Practice'.
3. There are leaflets available for parents which state that parents have the responsibility of helping their children through the challenges they face as they grow and develop into young adults. Occasionally some children need help with their problems and worries and no matter how good a parent/child relationship is they may find it hard to talk to a parent. At these times they might want to turn to a friend, a teacher or a relative for support. Often having a problem or worry can affect their behaviour, ability to achieve in school and how they feel about themselves. At these times speaking to the school counsellor may help. (Further information can be found on the leaflets with the School Counsellor).
4. External counselling and therapeutic support for Newham is available (see Appendix A).

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.

Appendix 1: Mental Health and Wellbeing in Newham

Mental Health and Wellbeing



If you are dealing with a mental health crisis or emergency and want to speak to someone, please click here for a list of phone numbers you can call:
www.mind.org.uk/information-support/guides-to-support-and-services/crisis-services/helplines-listening-services

Children and Young People	Provider	Service Provided	How to access
		<p>Kooth is a web based confidential support service available to young people. Kooth provides a safe and secure means of accessing mental health and wellbeing support designed specifically for young people.</p> <p>Kooth offers young people the opportunity to have a text-based conversation with a qualified counsellor. Counsellors are available from 12noon to 10pm on weekdays and 6pm to 10pm at weekends, every day of the year on a drop-in basis. Young people can access regular booked online counselling sessions as needed. Outside counselling hours' young people can message our team and get support by the next day.</p> <p>It is accessible through mobile, tablet, desktop, and free at the point of use.</p>	https://kooth.com






Mental Health and Wellbeing



Children and Young People	Headstart Newham 	<p>You can also find lots of mental health and wellbeing resources for schools and parents to support children and young people. Take a look at what they have to offer: HeadStart Newham Newham Connect.</p>	<p>HeadStart Newham Newham Connect</p>
		<p>Newham Local Offer will be updated regularly to help you find information about local services, support, activities and events for children who have special educational needs and disabilities (SEND).</p>	<p>www.families.newham.gov.uk</p> <p>Email: local.offer@newham.gov.uk Telephone: 0203 373 2051, Mon-Fri, 10am-2pm</p> <p>We will try to respond to emails or voicemails within 2 working days.</p>
	CAMHS Child and Adolescent Mental Health Services	<p>Newham CAMHS will continue to provide a comprehensive Mental Health Service for young people in Newham but we will be delivering this remotely via telephone or video instead of face to face with all specialist treatment pathways remaining available remotely. A critical response or Duty team based at York house 9-5 Monday-Friday will respond to urgent enquiries. The service is still open to new referrals (self and professional).</p>	<p>For urgent referrals and emergencies: From 5pm-9pm, Mon-Fri, this will be offered by the East London Extended Crisis team based at the Coborn Centre and also from 10am -2.30pm over the weekend. The offer is a telephone based service but can offer face to face appointments if necessary. After 9pm emergencies are dealt with by the out of hours on all Psychiatry team from Newham University Hospital.</p> <p>Available Monday – Friday, 9-5pm Newham CAMHS – call 0208 430 9000</p>

Mental Health and Wellbeing



Children and Young People	 ONLINE, ON THE PHONE, ANYTIME childline.org.uk 0800 1111	Offer free advice, resources, online and phone support.	www.childline.org.uk 0800 1111
		Online resources and support including Young Minds Crisis Messenger text service providing free, 24/7 crisis support across the UK.	www.youngminds.org.uk www.youngminds.org.uk/find-help/get-urgent-help/youngminds-crisis-messenger YM to 85258.
	 START SOMETHING	Offering a Coronavirus Support Hub One-to-one support, advice and guidance so young people can continue to develop confidence and upskill.	www.princes-trust.org.uk 0800 842 842
		The NHS also has a handy list of Apps you can access for support with wellbeing and mental health.	www.nhs.uk
	 Anna Freud National Centre for Children and Families	The guidance was created on 17th March and includes online resources encouraging young people and their families to stay in touch with their friends and relatives remotely via apps and social media and not to meet face-to-face.	www.annafreud.org



Mental Health and Wellbeing



Children and Young People	HOPELINEUK	A specialist telephone service for support, practical advice and information to young people up to the age of 35 who are worried about how they are feeling or anyone who is concerned about a young person. Available Anytime (24/7)	call 0800 068 41 41 or text 0778 620 9697
Adults (Older People)	Newham Mental Health Crisis Line	<p>Call Newham's Mental Health Crisis Helpline as an alternative to A and E for your mental health needs.</p> <p>Available 24 hours a day including weekends and Bank Holidays</p> <p>The Crisis Line clinician will:</p> <ul style="list-style-type: none"> • Undertake an assessment of your mental health needs over the phone. • Where needed we may offer you a face and face assessment of your needs within 4 hours. <p>Provide accurate information and advice about local mental health services, communicate with other services or teams on your behalf if you wish.</p>	<p>Call: 020 7771 5888</p> <p>www.eft.nhs.uk</p>




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Adults (Older People)	Newham Talking Therapies  East London NHS Foundation Trust  <small>Community Psychological Services & Employment Support</small>	<p>Newham Talking Therapies is a free and confidential NHS service for local people. If you are 18 and over or (16-17) and not in full time education, NTT can offer quick and easy access to help and support.</p> <p>NTT developed a training video, which is easily accessible from this YouTube link which can be shared with the network of volunteers. https://youtu.be/XXBa6glQEEo</p> <p>The video focused on:</p> <ul style="list-style-type: none"> • Recognising signs of distress/ emotional needs • If emotional distress is identified/ person not coping then gently knowing how to ask gentle questions without opening up too much • If further support is needed how to introduce NTT and our services (e.g. how to sign-post to our website, how to self-refer, what type of help we can offer in this COVID-19 crisis, etc.). 	<p>Don't wait for things to get worse. Don't struggle for too long.</p> <p>Take your first step now. You can refer yourself by calling us on:</p> <p>Tel: 0208 475 8080</p> <p>Or by visiting our website:</p> <p>www.newhamtalkingtherapies.nhs.uk</p> <p>The service is available to anyone who lives in Newham</p> <p>Or is registered with a Newham GP.</p> <p>We will contact you to offer an appointment within a couple of days of receiving the referral.</p>
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Mental Health and Wellbeing



Adults (Older People)	Perinatal Mental Health Team (Newham)  East London NHS Foundation Trust	<p>The Perinatal Mental Health Team provides specialist care for women with mental health problems who are pregnant or in the first post-partum year, or who are considering pregnancy. The team hold outpatient clinics in a number of locations around the borough, and provides a liaison service to the maternity wards at Newham General Hospital. Inpatient beds are available at the Homerton Mother and Baby Unit. Home visits can be arranged in late pregnancy and the early postpartum period.</p>	<p>Covid-19 update If you are currently pregnant and suffer from a complex, long term serious mental health condition and on medication. Or if you believe you are becoming unwell with a serious post natal illness for the first time and unable to access your GP to discuss a referral to our service, please call local perinatal team to discuss your needs - 0207 363 8801.</p>
	 WHFS WOMEN'S HEALTH & FAMILY SERVICES	<p>Maternity Mates is currently open to pregnant women living in Newham, Tower Hamlets or Waltham Forest who do not have a suitable support network, or have specific needs or healthcare issues. Please click here to read more about the women we support, and to make a referral to the service.</p>	<p>Telephone: 020 7377 8725</p> <p>Email: maternity.mates@whfs.org.uk</p> <p>FAX (for confidential correspondence): 020 7377 1064</p>
	Parents in Mind is available in Newham.  1ST 1,000 DAYS NEW PARENT SUPPORT	<p>If you are feeling low, anxious, disinterested in your usual activities and are pregnant or within a year of giving birth, then our friendly welcoming support may be for you.</p> <p>Our trained, female peer supporters can offer time and support through the Parents in Mind groups running in the local area.</p>	<p>Attendance is by referral and this can be done by you, or through health professionals such as your midwife, health visitor, GP and family nurse.</p> <p>To refer yourself or someone else, or to find out more please contact Belinda on 07525 403673 or via email on parentsinmind.newham@nct.org.uk.</p>



Mental Health and Wellbeing




Adults (Older People)		<p>Living with dementia at any time brings everyday challenges for the person and those around them. Coronavirus is making daily life much harder. You may feel anxious, scared or lonely. But you are not alone – help is available.</p>	<p>Coronavirus support from Dementia Connect</p> <ul style="list-style-type: none"> • Call our Dementia Connect support line on 0333 150 3456. Or, if you speak Welsh, you can call our Welsh-speaking support line on 03300 947 400. • Connect with other people affected by dementia via our online community Talking Point. • Order our full range of free publications • Find relevant dementia information and support with our online tool. <p>www.alzheimers.org.uk</p>
Everyone		<p>Samaritans is a registered charity that provides emotional support to anyone in emotional distress, struggling to cope, or at risk of suicide.</p> <p>Information and online resources in response to COVID-19 can be accessed via:</p> <p>www.samaritans.org/how-we-can-help</p>	<p>www.samaritans.org</p> <p>Available 24 hours a day, 365 days a year by phone. Call 116 123 free.</p>

Mental Health and Wellbeing



Everyone		<p>This service is free for anyone living in London and can support individuals in managing their own mental health and building resilience so they can perform at their best.</p> <p>It is available to you 24/7 on any device and is completely anonymous. It includes over 120 online resources including wellbeing information sources; guides to improving mental health; courses on and offline; mobile apps and other therapy approaches suitable for London's modern, highly-mobile population.</p>	<p>www.good-thinking.uk/how-service-works</p>
	<p>Mental Health Foundation</p> 	<p>Online Resources available on how to look after your mental health during the Coronavirus outbreak.</p>	<p>www.mentalhealth.org.uk/coronavirus</p>

Everyone	 in Tower Hamlets and Newham	<p>Mind is a mental health charity and provides the following services in Newham:</p> <ul style="list-style-type: none"> • Newham Bereavement Service: for adults living in Newham who have experienced grief, loss and bereavement. It includes bereavement counselling; group support; and advice and information. • The Adolescent Advocacy Device in the Coborn Unit for Adolescent Mental Health is an in-patient service for young people with complex and severe mental health difficulties for those aged between 12 and 18 years old. 	<p>www.mind.org.uk</p> <p>020 7510 1081</p>
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