Supporting implementation of statutory RSHE: signposting schools and colleges to local support services for children and young people

From September 2020 all schools are required to deliver statutory [Relationships Education, Relationships and Sex Education and Health Education (RSHE).](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf) The DfE statutory guidance specifies that “*these subjects can support young people to develop resilience,* ***to know how and when to ask for help, and to know where to access support”*** *(p8).*

This document has been put together by Public Health England to act as a **prompt for local authorities and system partners to think about how they inform schools and colleges about the availability of local health and wellbeing services for school-aged children and young people**. Many local authorities already promote this information for schools and colleges through websites, newsletters, head teacher fora, school improvement networks or via the school nursing service.

The content of this **document reflects the priorities set out in the DfE RSHE Guidance**. We have included footnotes that cross reference to specific wording within the DfE guidance. We acknowledge that there will be wider support available relevant to the school/college age population that extends beyond these priorities and local areas may decide this is an opportune time to review how information about these services is communicated to schools and colleges.

### Please consider the local services that are available in your area for the school/college-age population and how you signpost schools and colleges to these:

### Relationships and Sexual Health[[1]](#footnote-1)

* Sexual and reproductive health services
* FGM support clinics[[2]](#footnote-2)
* Menstruation[[3]](#footnote-3)
* Safeguarding concerns

### Internet Safety and Harms[[4]](#footnote-4)

* Safeguarding concerns

### Mental Wellbeing[[5]](#footnote-5)

* Parent and Infant Mental Health Services (PIMHS)
* Child and Adolescent Mental Health Services (CAMHS)
* Bereavement support
* Voluntary and community services

### Physical Health and Fitness[[6]](#footnote-6)

* Local play and leisure services

### Healthy Eating

* Dietetics (Dietary Advice and Eating Disorders[[7]](#footnote-7))

### Drugs, Alcohol and Tobacco[[8]](#footnote-8)

* Stop smoking support

### Health and Prevention[[9]](#footnote-9)

* Dental health and oral hygiene[[10]](#footnote-10)
* Immunisation
* Sleep

### Basic First Aid

### School Nursing[[11]](#footnote-11)

We hope this document provides a useful prompt for reviewing how you communicate with schools and colleges to make them aware about the availability of relevant local health and wellbeing support services, including in the current Covid-19 context.

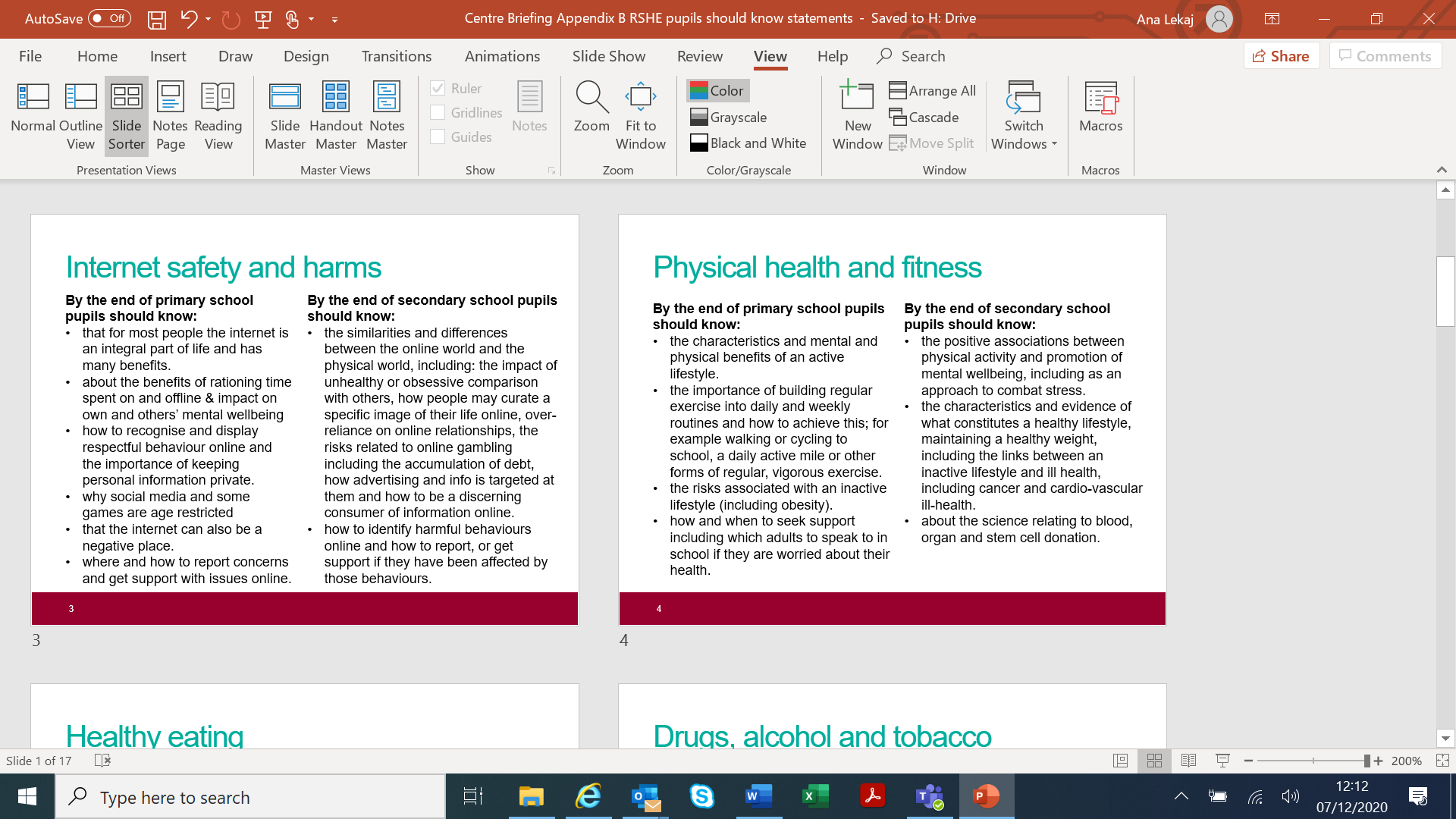
Please see overleaf a template you could use to customise signposting information relevant to your local area. The Appendix cross-references to the expectations about what pupils should know by the end of primary and secondary school as set out in the DfE statutory guidance.

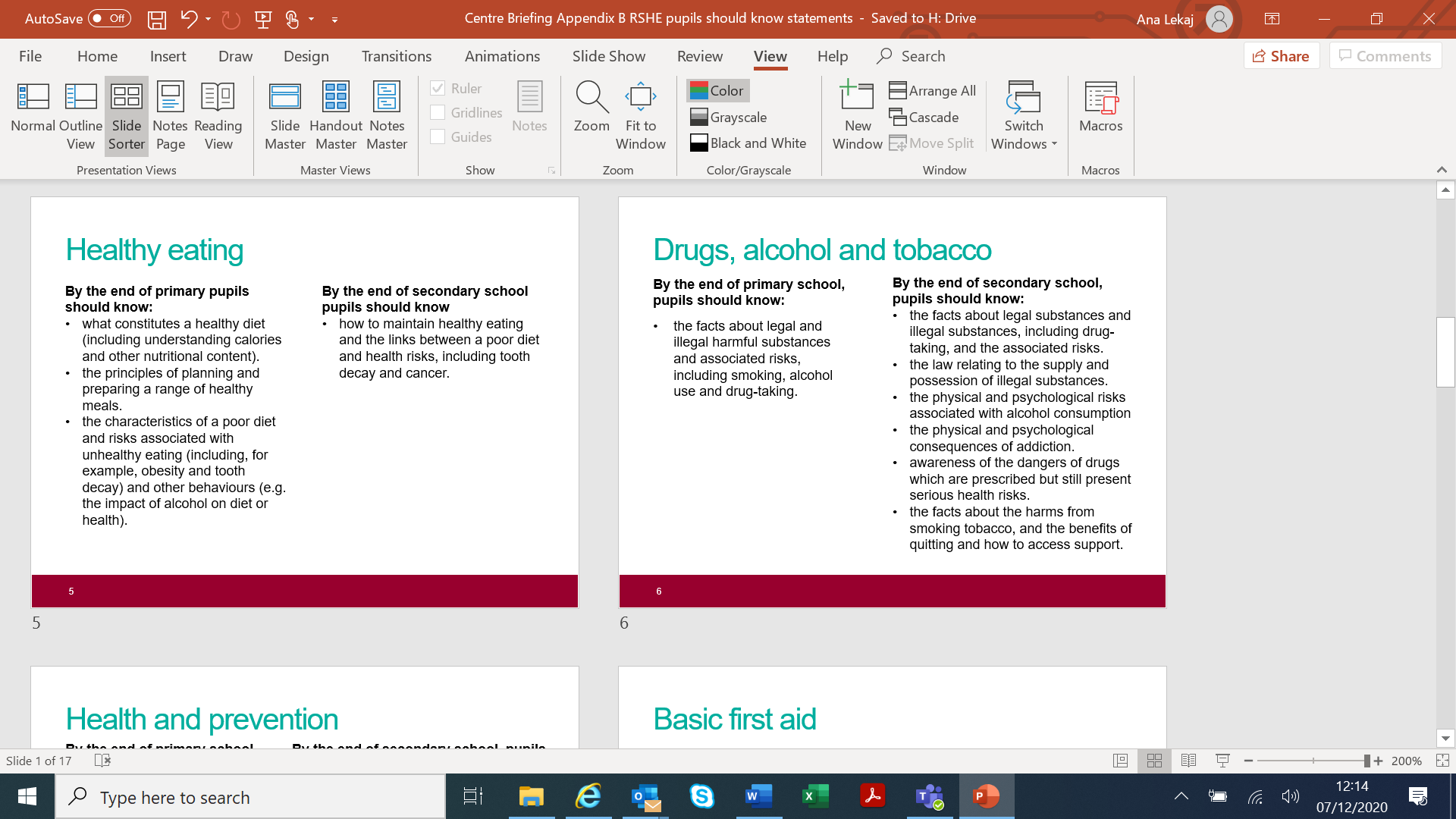
## Template Example: school age health services in your local area

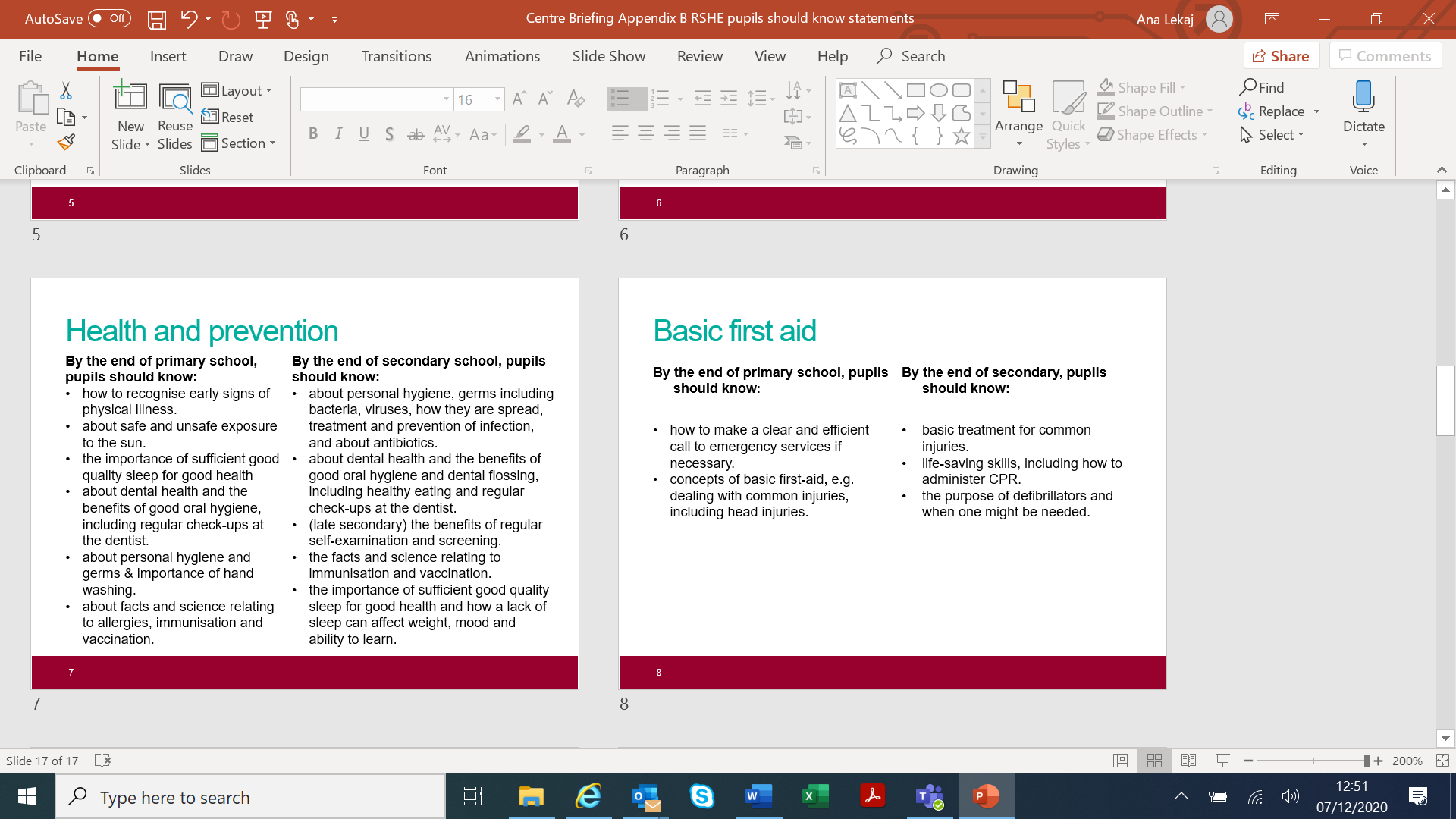
You may wish to use the template provided below as a basis for compiling a directory of local health and wellbeing services for the school-age population in your local area and communicating this to schools and colleges

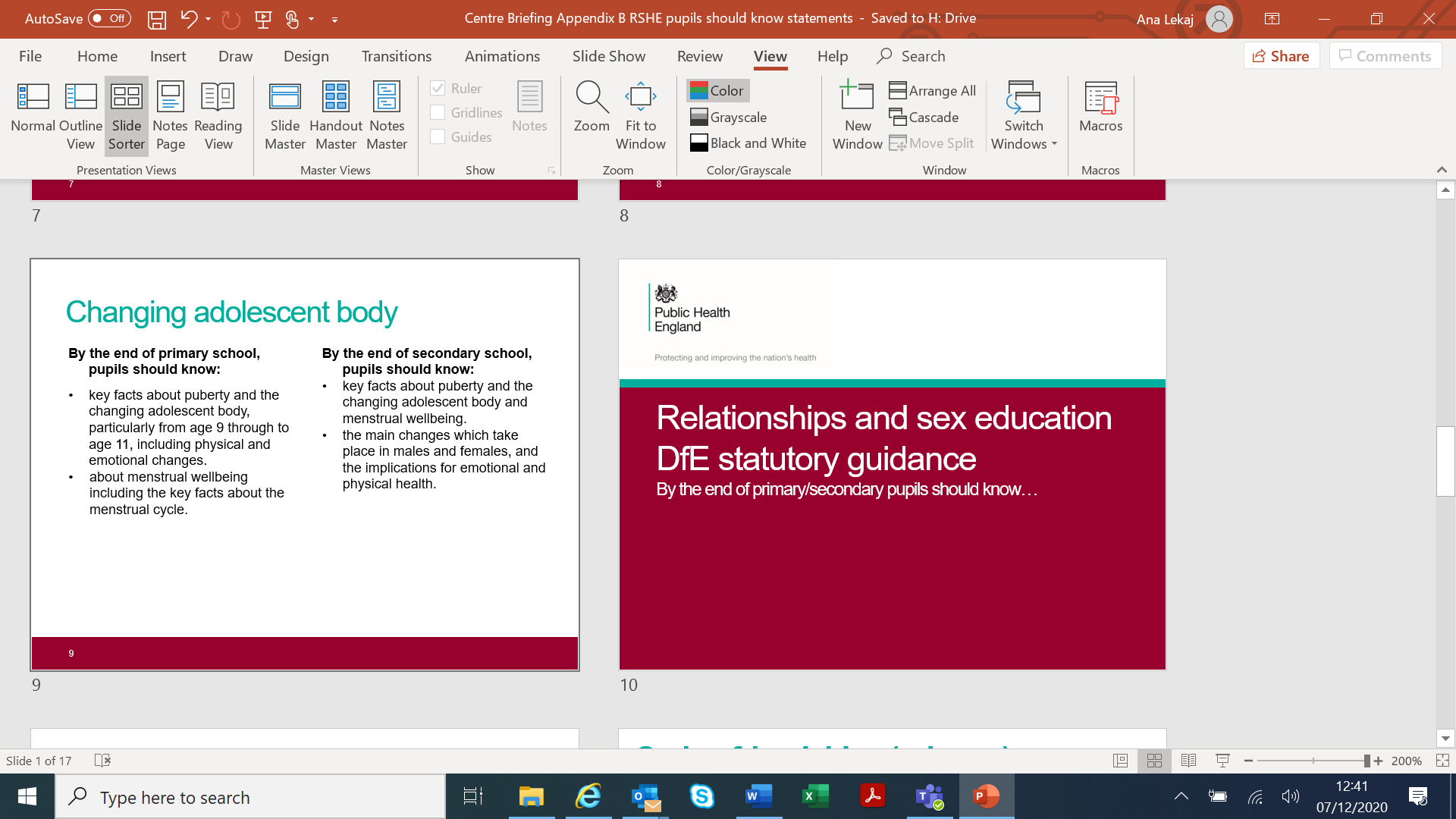
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| --- | --- | --- | --- |
| **Area being addressed within the RSHE curriculum** | **Description of locally available services for school-age population** | **Service Provider(s) and**  **Contact Details** | **Hours of Operation**  **(Appointments)** |
| **Relationships and sexual health** |  | Service Provider:  Address:  Phone:  Email:  Website: |  |
| **Internet safety and harms** |  | Service Provider:  Address:  Phone:  Email:  Website: |  |
| **Mental wellbeing** |  | Service Provider  Address:  Phone:  Email:  Website: |  |
| **Physical health & fitness** |  | Service Provider:  Address:  Phone:  Email:  Website: |  |
| **Healthy eating and dietary advice** |  | Service Provider:  Address:  Phone:  Email:  Website: |  |
| **Drugs, alcohol and tobacco** |  | Service Provider:  Address:  Phone:  Email:  Website: |  |
| **Health and prevention** |  | Service Provider:  Address:  Phone:  Email:  Website: |  |
| **First aid** |  | Service Provider:  Address:  Phone:  Email:  Website: |  |
| **School nursing** |  | Service Provider:  Address:  Phone:  Email:  Website: |  |

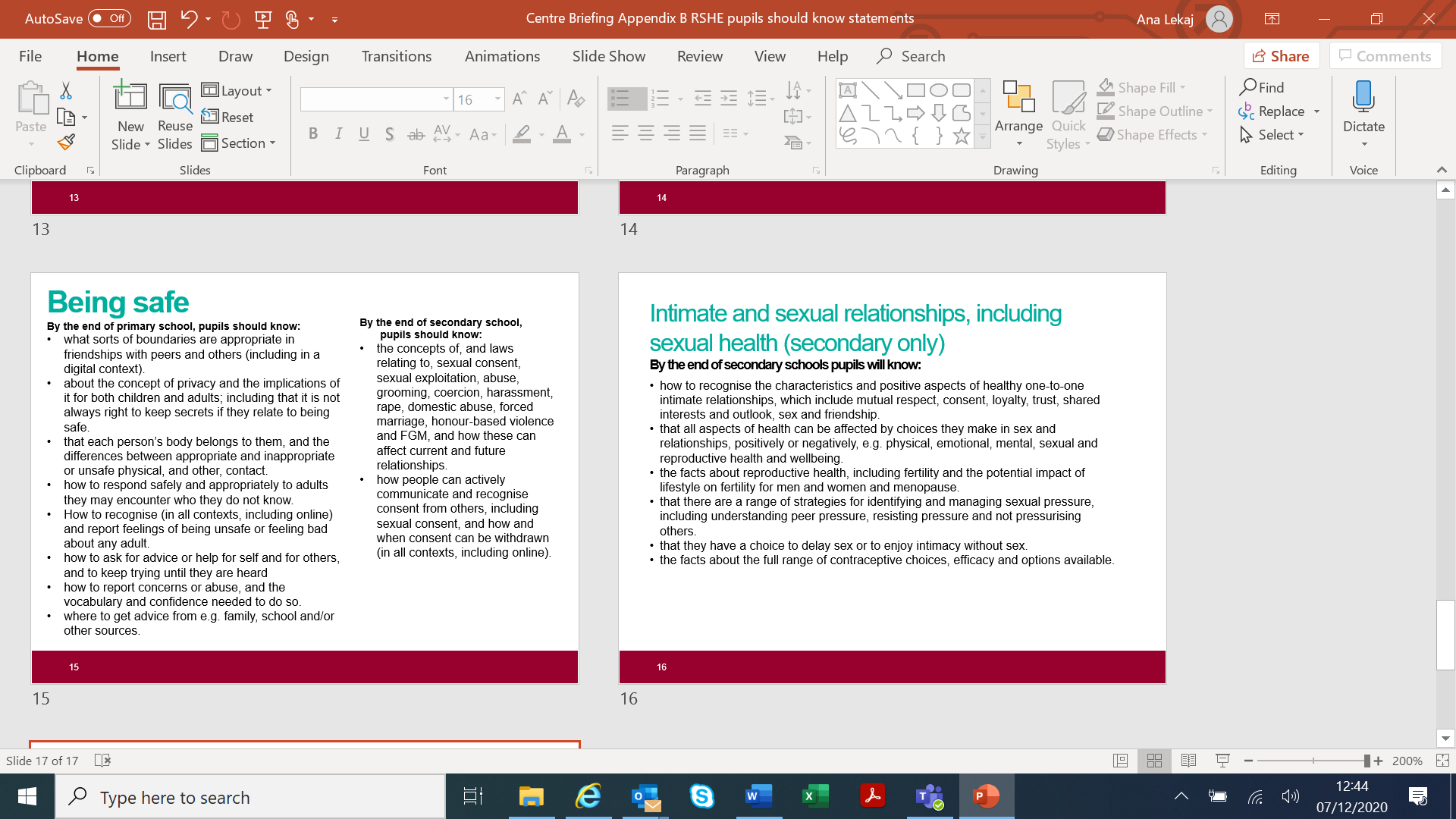
# Appendix The information below is extracted from the DfE guidance and is intended to support a quick cross-referencing to the wording within the guidance

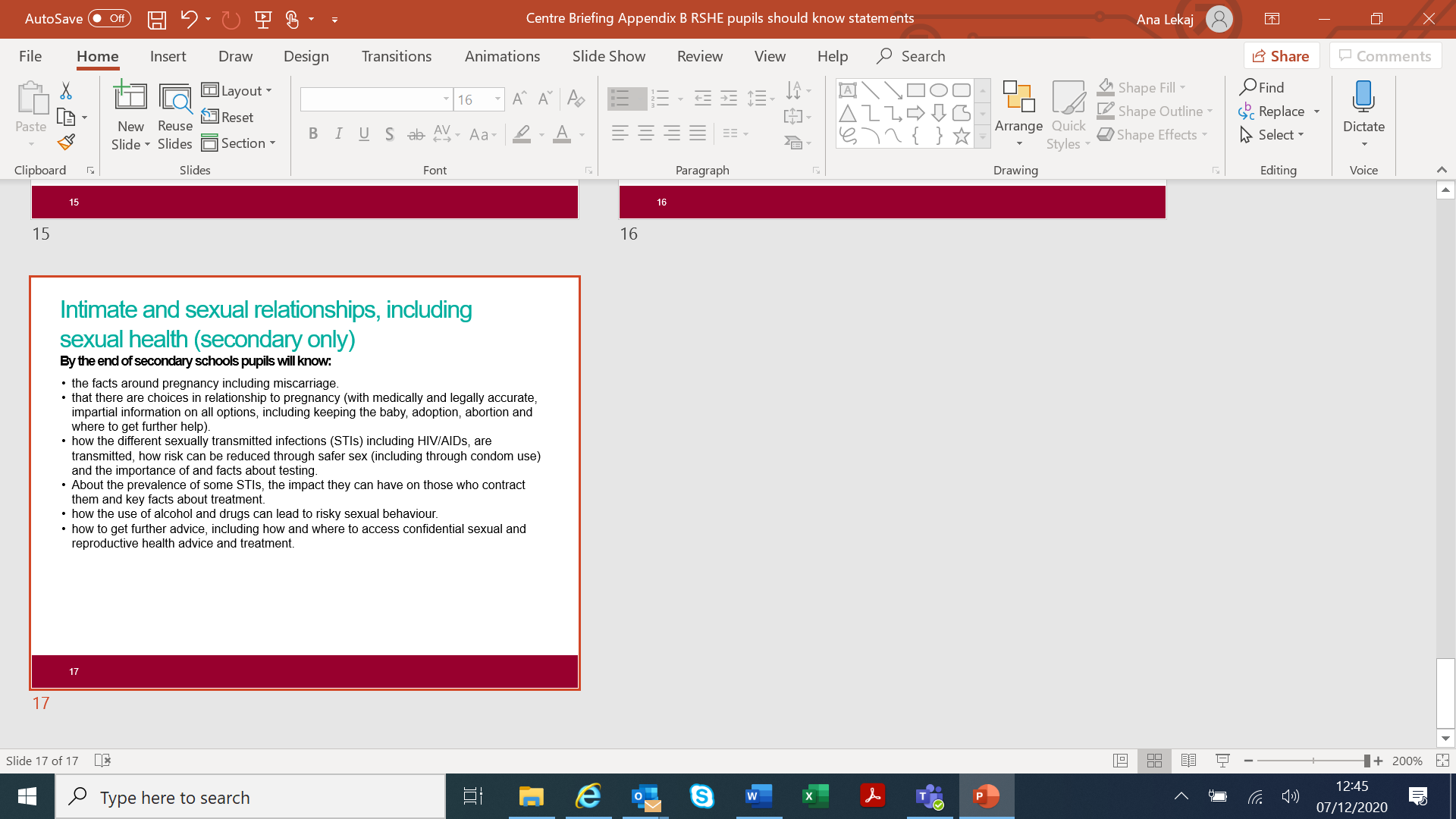












1. Pupils should know how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. [↑](#footnote-ref-1)
2. Female Genital Mutilation: students should be taught where to find support. [↑](#footnote-ref-2)
3. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. [↑](#footnote-ref-3)
4. Secondary school pupils should know how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong [↑](#footnote-ref-4)
5. Pupils should know where and how to seek support (including recognising the triggers for seeking support), including whom 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). Pupil should know the benefits of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. [↑](#footnote-ref-5)
6. Pupils should know the importance of building regular exercise into daily and weekly routines and how to achieve this; e.g. walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. [↑](#footnote-ref-6)
7. Eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers. [↑](#footnote-ref-7)
8. Pupils should be taught […] about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Pupils should know the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. [↑](#footnote-ref-8)
9. Pupils need to know what steps they can take to ‘protect and support their own and others’ health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid’. [↑](#footnote-ref-9)
10. Pupils should know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist [↑](#footnote-ref-10)
11. Pupils should be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school (e.g. school nurses), and externally can help. [↑](#footnote-ref-11)