RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

This policy relates to all staff, including volunteers and work experience pupils, and activities of the Senior School, Off-site Activities and School run Holiday Activities or Clubs.

1   INTRODUCTION

1.1   This policy covers Red House School's whole school approach to Relationships and Sex Education (RSE). We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their wellbeing and sexual health in later life.

1.2   Red House School believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

1.3   This policy was produced in consultation with our staff, Board of Governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

1.4   The information contained in this policy complies with our statutory obligations to deliver RSE under Sections 34 & 35 of the Children and Social Work Act (2017). It will have due regard for the Department of Education's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance 2019 (last updated September 2021) and other relevant documentation.

1.5   We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils.

1.6   The policy should be read in conjunction with other relevant School policies. For example:

- Anti-Bullying
- Behaviour Management
- Child Protection (Safeguarding)
- Child Protection (Suitability of Staff)
- Wellbeing and Positive Mental Health
- PSHE
- E-Safety and Pupil Acceptable Use of ICT
- Equality, Diversity and Inclusion
- Curriculum
- SEND
- SMSC

2   DEFINITION OF RSE

2.1   At Red House School, we define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

2.2   We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

2.3   We take the approach that relationships and sex education are best approached in an integrated way and using a gender equity and human rights framework. We will take care to highlight lessons that contain what we define as sex education (content covered in RSE that is not covered within the National Curriculum for Science) so that we can respect the parent's right to request that their child be withdrawn from this aspect.

3   AIMS AND OBJECTIVES OF RSE

3.1   At Red House School, our aim and objective is to equip our pupils to build positive and respectful relationships online and offline.

3.2   We seek to ensure that it gives our pupils the knowledge, skills, attitudes and values that will help them to:

- Realise their health (including sexual health), wellbeing and dignity.
- Build self-esteem and self-worth.
- Explore and value their personal and sexual identity and the personal/sexual identities of others.
- Understand family structures, committed relationships and the legal status of different types of long-term relationships.
- Understand and make sense of the real-life issues they are experiencing in the world around them.
- Learning and developing an understanding of the attitudes and values relating to family life, marriage, stable and loving relationships and respect and fosters gender equality and LGBT+.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.
- Exploring and developing the social and personal skills needed to make informed choices.
- Increasing knowledge and understanding about physical development, sexuality and emotions.
- Manage and explore difficult feelings and emotions.
- Consider how their choices affect their own wellbeing and that of others.
- Develop as informed and responsible citizens.
- Understand and ensure the protection of their rights throughout their lives.

3.3   We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

4   DELIVERY OF RSE AND THE CURRICULUM

4.1   The RSE curriculum is developed by the PSHE and RSE Lead, in conjunction with the views of teachers, pupils and parents. The objectives, as set out under the headings 'By the end of primary school' and 'By the end of secondary school' in the DfE Guidance 2019 (last updated September 2021), are met. The PSHE and RSE Lead holds a copy of the most up-to-date curriculum, which is regularly reviewed, and is shared with PSHE and RSE teachers via the 'StaffSharing' areas.

4.2   The PSHE and RSE Lead works closely with colleagues in related curriculum areas (Science, Computing and PE) to ensure a holistic and joined up approach to what is taught in RSE.

4.3   Our RSE programme is an integral part of the school curriculum, embedded chiefly within the School's framework for PSHE and the Science curriculum:

- School teaching staff deliver the RSE curriculum and their training requirements are met.
- A range of appropriate resources and active learning methods are used.
- Effective provision is ensured for all learners (including, SEND, ethnicity, faith, sexual orientation, etc.)

4.4   All content is delivered in a timely way and is age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility for SEND pupils. All staff at Red House are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

4.5   The RSE curriculum is delivered in a non-judgmental, factual way, using the correct medical terms where appropriate (for example, when teaching about external body parts).

4.6   School staff will not express or be expected to express their personal views or beliefs when teaching RSE.

5   RELATIONSHIPS AND HEALTH EDUCATION IN THE JUNIOR SCHOOL

5.1   The focus in the Junior School will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

5.2   Respect for others will be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources, etc.

5.3   Junior School staff will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. This will help them to recognise any less positive relationships when they encounter them.

5.4 By the end of Junior School, many children will be using the internet. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives.

5.5 Teaching about families requires sensitive and well-judged teaching based on knowledge of our pupils and their circumstances. Families of many forms provide a nurturing environment for children. Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children.

5.6 Through Relationships Education (and RSE), Junior School pupils will be taught to have the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse e.g. by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong.

5.7 Puberty, including menstruation, is part of Health Education. At Red House, we recognise that the onset of menstruation can be confusing or even alarming for girls if they are not prepared. From Year 4, pupils are taught the key facts about puberty and the changing adolescent body, including physical and emotional changes; male and female pupils are taught the key facts about the menstrual cycle, including menstrual wellbeing; adequate and sensitive arrangements are also in place in school for girls to prepare for and manage menstruation.

6 MONITORING THE DELIVERY OF RSE
6.1 At Red House School, we regularly monitor our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need.

6.2 This policy will be reviewed by the school's SMT in conjunction with the PSHE and RSE Lead and the Board of Governors on a regular basis. If changes are needed, members of staff, parents and pupils will be consulted and any subsequent changes made clearly communicated.

6.3 The SMT monitors the implementation of the programme through:

- Lesson observations.
- Learning walks.
- Work scrutiny and looking at samples of pupils' work.
- Monitoring pupil attendance in lessons.
- Reading report comments in the Summer Term reports.

7 EVALUATING, ASSESSMENT AND REVIEWING RSE
7.1 Work in RSE will be assessed and monitored by providing regular opportunities for pupils to give and receive feedback and by involving pupils in discussion about learning objectives and desired outcomes, through self-assessment, teacher evaluation of lessons and the overall RSE programme, evidence from lesson observations, and feedback and evaluation by pupils.

7.2 At Red House, we recognise the need for the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

7.3 Whilst there will be no formal examined assessment in RSE, teachers will assess outcomes in RSE and capture pupil progress via the following means: tests/quizzes, written assignments, verbal discussion or self-evaluations.

7.4 The PSHE and RSE Lead will be responsible for monitoring the provision of RSE. They are responsible for evaluating the programme of work and for making recommendations for changes to the programme.

7.5 The RSE programme within PSHE and Science is regularly monitored and evaluated. The views of pupils, parents and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every two years, ensuring it meets the needs of the pupils, staff and parents and is in line with Government guidance.

7.6 The evaluation of our RSE programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness.

8 RSE AND SAFEGUARDING
8.1 During RSE, confidentiality and safeguarding can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to set out ground rules to establish a safe learning environment.

8.2 Distancing techniques will be used to de-personalise the situation under discussion, and allow pupils to explore their feelings about an issue. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.

8.3   If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will use their professional judgement as to the best way to deal with the situation.

8.4   If the teacher judges it necessary the pupil could be spoken to outside the classroom and advised to speak to a medical professional and provided with information about where to get further help or, if the matter is considered a potential child protection issue, the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL) will be notified.

8.5   It is the responsibility of the school to support its pupils by safeguarding and promoting the welfare of pupils. In fulfilling this duty, they must have regard to the Child Protection (Safeguarding) Policy. Whilst pupils have the same rights to confidentiality as adults, no pupil should be guaranteed absolute confidentiality.

8.6   Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the School's DSL or DDSL. The DSL, or DDSL in DSL's absence, will then, act in line with line the School's Child Protection (Safeguarding) Policy, which follows the Hartlepool and Stockton Safeguarding Children Partnership on guidance and procedures.

8.7   Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

9   ROLES AND RESPONSIBILITIES: THE PSHE AND RSE LEAD
9.1   The PHSE and RSE Lead is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- Ensure the implementation and quality of schemes of work.
- Ensure that all staff are confident in the skills to teach and discuss RSE issues.
- Consider the needs of all pupils and, to achieve this, recognise that the school might need to address some specific issues.
- Consult with pupils about RSE provision.
- Inform parents prior to delivery of RSE provision.
- Access appropriate training.
- Monitor and advise on RSE organisation, planning and resources.
- Ensure procedures for assessment, monitoring and evaluation are included.
- Liaise with any service provision to support aspects of sexual health.
- Review/update the policy on an annual basis.

10   ROLES AND RESPONSIBILITIES: THE BOARD OF GOVERNORS
10.1   The Board of Governors has responsibility to ensure that School has an up-to-date RSE policy that describes the content and organisation of RSE in the PHSE curriculum.

10.2   The Board of Governors, in co-operation with the Head, is expected to involve families, pupils, health and other professionals to ensure that RSE addresses the needs of pupils, local issues and trends.

10.3   The Board of Governors need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils.

11   PARENTS
11.1   We believe that the successful teaching of RSE involves parents and School working together. We also believe that parents can play an important role in the RSE of their children through exploring discussions at home that have taken place in school.

11.2   Our RSE Policy has been developed through consulting parents. We work with parents to ensure that they are aware of what we teach and when through the following methods:

- Communications via Red House News (e.g. curriculum newsletters).
- Senior School Curriculum Handbooks which can be accessed via the School website.
- Parent-Teacher consultation evenings and Parent Guides.
- Publicising our RSE policy on our website.
- Letters to parents giving information about the RSE curriculum and when it will be delivered. Parents are informed of the right to withdraw (see 11.5) via this letter.

11.3   The School aims to work in partnership with families, value their views and keep them informed of the RSE provision.

11.4   If a parent has any concerns about the RSE provision, time will be taken to address their concerns. Families can contact, as appropriate, the PHSE and RSE Lead or the Head with any queries or concerns.

11.5   Under the Children and Social Work Act 2017, parents are not able to withdraw their child from any aspect of Relationships Education or Health Education. Parents are able to withdraw their child (following discussion with school) from any or all aspects of Sex Education, other than those which are part of the Science curriculum, up to and until three terms before the age of 16. After that point, if the child wishes to

receive Sex Education rather than be withdrawn, the school will make arrangements to provide the child with Sex Education during one of those terms.

11.6 Where pupils are withdrawn from Sex Education, this process will be documented and the pupil will receive appropriate and purposeful alternative work during the period of withdrawal.

12   PUPILS

12.1 The pupils will be consulted in order to review and tailor the RSE programme to match the different needs of the pupils through interaction with teaching staff and possibly through the use of an anonymous questionnaire.

12.2 Pupil voice is central to the culture and ethos of Red House School. We use pupil voice to evaluate how relevant and engaging RSE is to children's lives. Throughout our RSE/PSHE schemes of work, we embed pupil voice practices to enable pupils to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view.

12.3 We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted (please refer to Equality Policy and SMSC Policy for more details).

13   EXTERNAL AGENCIES

13.1 In most cases, the designated teacher will deliver the RSE curriculum. From time-to-time, Red House School may invite external experts and visitors to deliver parts of our RSE scheme of work.

13.2 External visitors will be selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school. A teacher will always be present throughout these lessons so as to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have.

13.3 Any external visitor will be expected to comply with this policy and other related policies, including the School's Child Protection (Safeguarding) Policy, Prevent Policy and Child Protection (Suitability of Staff) Policy.

13.4 We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session.
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics.
- They will also be made aware of any specific issues relating to child protection.

14   EQUALITY, INCLUSION AND SOCIAL JUSTICE

14.1 We believe that RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. Please refer to the School's Equality, Diversity and Inclusion Policy for further details.

14.2 We are also committed to an RSE that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice (2014) when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE.

14.3 An inclusive RSE at Red House School will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act (2010).

14.4 Children and young people from all faiths and cultures have an entitlement to sex and relationships education (RSE). Teaching effective RSE means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. It is important that the RSE curriculum reflects the wider community.

14.5 All families are different so it is important to avoid using language which focuses on the conventional mother and father family structure and instead talk about families more broadly. The School will provide pupils with the opportunities to learn about different family structures. For older pupils, when discussing sexual relationships, reference and resources are used that relate to LGBT+ people.

15   SEXUAL HARRASSMENT

15.1 Red House School takes seriously the challenge that sexual harassment in schools may pose to pupils. The School works to create a culture in which all forms of sexual harassment and abuse are recognised and addressed, including through the use of sanctions where appropriate in order to challenge the perception that this behaviour has become normalised.

15.2 The School has recognised the impact of 'Everyone's invited' and the SMT and Red House staff take proactive steps to prevent this. These steps include, but are not limited to:

- Education about sexual harassment and abuse.
- The Everyone's Invited movement.
- Rights and the law through the PSHE and RSE curriculum lessons.

15.3 Pupils also examine these themes in a pastoral setting during tutor time and assemblies, in an age-appropriate manner.

15.4 All staff receive training on what constitutes sexual harassment in its different forms, how to respond to a report of sexual harassment within school and child-on-child abuse.

16 KEY SOURCES OF INFORMATION AND GUIDANCE

16.1 Statutory guidance:

- Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education - statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 2019 (last updated September 2021).
- PSHE Association Programme of Study for PSHE Education.
- Equality Act (2010).
- Children and Social Work Act (2017).
- SEND Code of Practice (2014).

16.2 Advice and guidance for teaching staff:

- www.ncb.org.uk/sexed.htm
- PSHE association
- www.teachernet.gov.uk
- www.dcsf.gov.uk

16.3 Advice and guidance for pupils:

- NHS direct - FreeCall 111 or go on the website: https://111.nhs.uk/ for information and guides to local services
- Childline - A free and confidential helpline for any child or young person in trouble or danger. Telephone 08001111 or www.childline.org.uk.

This is not exhaustive and further sources are listed in Appendix 2.

Last updated: Miss C Thompson and Dr R Ashcroft
November 2023

Ratified by: The Board of Governors
November 2023

APPENDIX 1: OVERVIEW OF COMPULSORY ASPECTS OF RSE

Please see below an overview of the compulsory aspects as set out by the Department of Education in their statutory guidance 2019 (last updated September 2021) of RSE, within the different stages of education.

	KS1	KS2	KS3	KS4
Relationship education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
PSHE - Health education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
Science - reproduction education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
Sex education (beyond the compulsory Health and Science aspects of the curriculum)	Schools can choose whether to teach this – parents can withdraw	Schools can choose whether to teach this – parents can withdraw	Must be taught – parents can withdraw	Must be taught – parents can withdraw until three terms before a child's 16th birthday

APPENDIX 2: FURTHER SOURCES OF INFORMATION

This is for illustrative purposes and is not an exhaustive list. This policy should be read in conjunction with the following statutory and non-statutory guidance:

- Keeping Children Safe in Education 2023 (statutory guidance) - https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- Behaviour and discipline in schools (advice for schools) - https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools
- Equality Act 2010 and schools - https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools
- SEND Code of Practice (0-25 years) (statutory guidance) - https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Mental Health and Behaviour in Schools (advice for schools) - https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
- Preventing and Tackling Bullying (advice for schools) - https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- Sexual violence and sexual harassment between children in schools (advice for schools) - https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development) - https://www.gov.uk/government/publications/regulating-independent-schools

Other, more specific guidance:

1 Relationships Education Safeguarding
- NSPCC PANTS rule with film https://www.nspcc.org.uk/preventingabuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/

2 Relationships and Sex Education
- Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available at https://sexwise.fpa.org.uk/ which teachers may find helpful for their knowledge

3 Abuse in relationships
- Disrespect NoBody (Home Office and Government Equalities Office) https://www.pshe-association.org.uk/curriculum-andresources/resources/disrespect-nobody-teaching-resources-preventing

4 Consent
- PSHE Association lesson plans https://www.psheassociation.org.uk/curriculum-and-resources/resources/guidance-teaching-aboutconsent-pshe-education-key

5 LGBT+ inclusivity
- Stonewall lesson plans and materials for primary and secondary https://www.stonewall.org.uk/get-involved/education/different-families-same-love
- Rainbow Flag Award resources https://www.rainbowflagaward.co.uk/

6 Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image: Public Health England website with videos made by young people and resources tested with teachers
- https://campaignresources.phe.gov.uk/schools/topics/riseabove/overview?WT.mc_id=RiseAboveforSchools _PSHEA_EdComs_Resource_listing_ Sep17

7 Mental Health
- Mental health and emotional wellbeing: PSHE Association lesson plans https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidancepreparing-teach-about-mental-health-and
- MindEd educational resources on children and young people's mental health https://www.minded.org.uk/

8 Online Safety
- Education for a Connected World: UKCCIS framework of digital knowledge and skills for different ages and stages https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment _data/file/683895/Education_for_a_connected_world_PDF.PDF
- Sexting: UKCCIS advice for schools on preventative education and managing reports of sexting. https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- Thinkuknow is the education programme from National Crime Agency (NCA)-Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs. https://www.thinkuknow.co.uk/

9 PSHE
- PSHE Association Programme of study for KS1-4 https://www.pshe-association.org.uk/curriculum-and-resources/resources/programmestudy-pshe-education-key-stages-1%E2%80%935

10   Drugs and Alcohol
- Planning effective drug and alcohol education: Mentor-ADEPIS research and briefing papers with ideas for lessons http://mentor-adepis.org/planning-effective-education/

11   Extremism and Radicalisation
- Practical advice and information for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalisation www.educateagainsthate.com

12   Curriculum
- Non-statutory framework for Citizenship KS1 and 2 (Non-statutory programme of study). Schools may wish to draw on the Citizenship programme of study in their planning.

13   Data to Understand the Health and Wellbeing Needs of the Local School-age Population
- Public Health England's Child and Maternal Health Intelligence Network https://fingertips.phe.org.uk/profile-group/child-health brings together a range of publicly available data, information, reports, tools and resources on child and maternal health into one easily accessible hub.
  - It includes school-age health profiles: https://fingertips.phe.org.uk/profile-group/childhealth/profile/child-health-school-age
  - And young people's health profiles: https://fingertips.phe.org.uk/profile-group/childhealth/profile/child-health-young-people
  - The indicators allow areas to see how they perform against the national average and against other local areas. These tools, accompanied by local health intelligence, will be useful in supporting schools to identify and respond to the particular health and wellbeing needs of their local school-age population.
  - There are also early year's profiles: https://fingertips.phe.org.uk/profile-group/childhealth/profile/child-health-early-years