

School consultation taken place concerning the implementation of the 2020 guidance in RSHE

	Parents/ carers	teachers	School governors
Date	16/11/2020 - 25/11/2020	23/11/2020 - Jan 2021	
What we did	Met parents from each year group through zoom meetings. Parents were given the chance to respond with questions on a Google Form as well as asking questions in person if they attended. The presentation was specific to every year group but also presented the policy and curriculum as a whole. Additionally, we shared our draft policy, a general presentation and FAQs on our website giving parents and carers the chance to email any further questions or add comments.	The draft policy was shared with all staff in the school via email with the option for staff to print out a copy. An allocated time was given to allow feedback and questions. The feedback could have been given in person, by email or a shared document to allow for questions. Finally, a staff CPD session (Spring 1 -2021) will be undertaken where this policy will be explored and explained further.	

Definitions of acronyms

Throughout this policy the acronyms RSHE and RHE will be used. RSHE is the complete title inclusive of 'sex education'. The teaching of puberty (year 4,5,6) and sexual reproduction (year 6) are elements of the RSHE curriculum and that is why we use the term RHE (Relationship and Health Education) as well as RSHE.

Policy statement - Aims and Objectives of RSHE

It is the intention of Park Primary School to teach high quality, age appropriate, pupil-sensitive, evidence-based RSHE that demonstrates a respect for the law and all communities that call Newham home. It is expected that RSHE in Park Primary School will help pupils to learn about themselves and the world they live in; giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives. This is why RSHE is such an important part of the curriculum.

Statutory content: RHE

By law, primary schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. Here at Park Primary School we acknowledge that parents/carers are a child's first and most effective teacher and so will ensure that we have annual meetings with parents or carers to present our RSHE curriculum as well as hear from parents/carers about any concerns or questions they have. We are clear that our aim is to educate pupils about these important subjects alongside parents and carers.

National Curriculum Science

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals and plants.

Additional subject content (see appendices for full list of content)

There continues to be no right to withdraw from national curriculum science.

Health Education (Physical Health and Mental Wellbeing)

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty.

See appendices for full list of content.

There is no right to withdraw from Health Education.

Relationships Education

The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils.

Subject content (see appendices for full list of content)

There is no right to withdraw from Relationships Education

Safeguarding

Safeguarding is an important aspect of all of the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues arising as part of RSHE, will be dealt with in line with our safeguarding policy.

Non-statutory RSHE

Sex Education that goes beyond national curriculum science

The Government and local advisors strongly recommend and Park Primary School have decided, after consultation with parents/carers, to teach Sex Education beyond that taught within the science curriculum. The school will be teaching about 'how a baby is conceived and is born' in year 6, following on from the national science curriculum, which teaches about sexual reproduction in mammals in year 5. Sex education at Park Primary School will be taught by trained staff in an age appropriate and sensitive way and we believe will help to ready children for their move to secondary school.

The right of parents/carers to withdraw their children from non-statutory RSHE

Parents/carers have a right to withdraw their children from non-statutory RSHE, i.e. 'how a human baby is conceived and is born'. The process of withdrawing will involve either submitting a letter to the RSHE Leader (Mr Sansom) or a meeting with a member of the Senior Leadership Team (SLT) to discuss their concerns; the choice is left with parents/carers. Parents/carers should expect to receive confirmation of withdrawal. The school will document this process.

Equality

- The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics)
- The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND.
- Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help to keep Park a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

Monitoring evaluation and assessment.

- To ensure that the teaching and learning in RSHE in our school is of the highest standard, it will be monitored by our RSHE Leader Mr Michael Sansom. The school uses Jigsaw resources, a scheme which is recognised by the PSHE association as an example of good practice.
- The school will assess pupils' learning and progress through the use of attainment descriptors at the end of each half termly unit. The teacher, using a best-fit approach, decides whether the child is working at, towards or beyond. The attainment descriptors are specific to Jigsaw and year groups. There are no national level descriptors for RSHE.
- The school will evidence pupils' learning and progress by using tracking grids based on attainment descriptors. This is recorded on a whole school tracking grid.
- This is important because, as a school, we are eager to ensure children are making progress with their learning throughout the RSHE curriculum.
- Learning will be evidenced by the tracking of children's progress throughout their time at Park Primary. Additionally, an emphasis has been placed on pupil voice at Park, allowing for children to reflect at the end of each unit.

Resources

The school will draw from a number of educational resources. Specifically Jigsaw (see appendices)

It is the role of the RSHE subject leader to ensure that resources are appropriate and up to date for the school's use in teaching RSHE

RSHE curriculum lead teacher

Any queries about this policy should be addressed to Mr Michael Sansom RSHE Leader or any member of SLT.

Developed from materials shared with Jo Sell from Tower Hamlets LA and used with permission

Approved by: Newham LA; Newham SACRE, NAPNH and NASH

Appendix 1

Information about how and why R(S)HE will be taught at Park Primary School.

Why are we teaching R(S)HE?

- Our children are growing up in an increasingly complex world with new opportunities, but also new challenges. We as a school want our pupils to flourish in the world they find themselves and to work hard throughout all curriculum areas to give our pupils the skills and knowledge they need to do that. RSHE teaching is an important part of equipping our pupils for life in 21st century Britain: enabling them to embrace diversity; make the most of technology; understand the importance of, and develop the skills which lead to them being able to sustain healthy and strong relationships.
 - Relationships and health education is a statutory requirement for all primary schools in England. The government, Ofsted and local advisors recommend that sex education (how a baby is conceived and born) is also taught in primary school.
 - At Park Primary School we have decided to teach sex education, 'how babies are conceived and born' because young people tell us that the school is a trusted place where they would like to learn RSHE. (Sell 2019). Also, a recent consultation of secondary school students in Newham has seen 63% of year 10s say that they think that pupils should learn how a baby is made and born at primary school age. We believe that by teaching this topic here, it will help to equip our pupils for the transition to secondary school where they may learn about sex from less reliable sources such as friends or older children in the playground. That is why we feel it is appropriate to teach this during the Summer term of year 6.
 - The teaching of RSHE at Park Primary School is informed by the law, national RSHE guidance and the national curriculum set out by the DfE as well as, the school ethos and policies already developed. Below is a list of some of the documents that have been taken into consideration when preparing this policy.
- Statutory Guidance on RSHE 2019
Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
 - Equality Act 2010 and The Public Sector Equality Duty 2014
 - School ethos and educational aims.
 - The teaching of RSHE in Park Primary School is delivered within and influenced by all relating school policies
 - Behaviour policy
 - Antbullying policy
 - Equality policy or statement
 - Safeguarding policy

How will we ensure lessons are taught sensitively?

- Puberty and menstruation and human reproduction and birth are seen as sensitive topics to teach in RSHE and therefore we will put in special measures to make sure that pupils feel at ease when talking about these topics.
- Single sex classes for some lessons/ all lessons so that children feel less self-conscious and students may be more relaxed and feel able to ask questions
- Use of anonymous question boxes

- Same sex teachers for single sex groups

When will RHE and RSHE will be taught?

- RHE will be taught throughout the academic year being interwoven into many different subjects (see appendices 2) as well as there being discrete lessons..
- RSHE - learning about human changes during puberty- will begin in year 4 and continue to be taught in year 5 and year 6. These will be 2 discrete lessons taught in the Summer term of each year group. Following on from the year five science lessons around sexual reproduction in mammals, year 6 pupils will be taught about human reproduction and the development of a baby. These lessons will take place towards the end of the Summer Term.

How will we ensure communication with parents/carers?

- Park Primary school will work with parents/carers and want to communicate what is going on in RSHE. Our aim is to offer a meeting, prior to sensitive aspects of RSHE being taught, to explain what will happen so that parents/carers can, if they wish, talk to their children ahead of lessons. This will allow parents/carers to be ready for any questions that their child may have concerning what they have learnt in school. Examples of sensitive subjects will be: during the summer terms of years 4 and 5, learning about puberty; in year 6, learning about human reproduction.
- Whenever sex education (how a baby is made and born), outside of the national curriculum for science, is being taught, a letter will be sent home ahead of the lesson so that parents/carers are aware of what is being taught and in which week. Our intention is to make these lessons as sensitive to the background of all our pupils as possible and our hope is that they will all remain in the lesson so that they learn facts from a teacher rather than second-hand in the playground. However, the school respects the right of parents/carers to remove their children from sex education if they wish. Parents/carers who wish to remove their children from sex education need to inform the school in writing or arrange a meeting with someone from the SLT to discuss concerns, alternative provision can be made for the child. Parents will receive a confirmation letter that their child has been withdrawn from these lessons. This process will be documented.

Who will be teaching RSHE?

- Generally speaking, RSHE will be taught to children by their class teacher. With regard to more sensitive issues, such as puberty in year 4 and 5 and sex education in year 6, these will be taught in same sex groups and by a same sex adult.

What training will staff be given?

Staff will be trained by the RSHE lead who will have extensive training from the borough of Newham. Additionally, teachers will be trained in the use of Jigsaw materials by the RSHE lead who has attended several training events. Staff wishing to attend specific training will be given the opportunity, wherever possible.

What materials will be used to deliver RSHE?

- At Park Primary School, we have chosen to use a variety of materials to deliver RSHE, from whichever source we think is best suited to our pupils. We do, however, use Jigsaw for much of our teaching of RSHE.

Scheme of work

It is the aim of Park Primary School to provide all our pupils with high quality, pupil sensitive, evidence based and age and developmentally appropriate RSE that is sensitive to our pupils' background and needs. If there are any questions about what we teach and why, please contact Mr Michael Sansom (RSHE Leader) or a member of SLT.

Approved by: Newham LA; Newham SACRE, NAPNH and NASH

The grid below shows specific RSHE content for each year group:

Age	
4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; showing appreciation to people and animals; being unique; girls and puberty; boys and puberty; confidence in change; accepting change.
9-10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; growing responsibility; coping with change.
10-11	Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation,

	including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; sexting.
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Newham Primary RSHE Policy Appendix 2

Explanation of terms:

Relationships, sex and health education (RSHE), is the term most often used by schools in Newham. Health education appears in the same set of guidance from the DfE (2019) is very closely related to relationships and sex education and is often linked in lessons.

Relationships education (Rel Ed)– this, along with health education (HE) is statutory in all primary schools and includes topics like the importance of positive relationships, families and friends, healthy eating and hygiene.

Relationships and sex education (RSE) – sexual reproduction in animals is taught as part of national curriculum science in year 5, human reproduction is often included at the end of key stage 2, following on from the science curriculum in year 5. Beyond that sex education is non-statutory in primary schools.

Lesson overview and long-term plan for primary R(S)HE

This long-term plan contains all the topics that the RSHE guidance says primary school pupils should know by the time they leave primary school.

School Year	National Curriculum subjects	R(S)HE Lesson Content	Notes
	That should be seen as part of the R(S)HE curriculum, but may be taught in other subjects, as well as part of a school wide, integrated or cross curricular approach to R(S)HE.	Following consultation with governors, teachers, councillors, parents/carers, children and young people. In line with the DfE Statutory Guidance for RSHE (2019)	
1-6		<p>Caring friendships How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. The conventions of courtesy and manners. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>Being safe Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	<p>Some topics should be reiterated in age appropriate ways in each year of primary school to build on previous teaching. A number of these over-arching topics are included in this year 1-6 section.</p> <p>Minority family backgrounds should be included here in a natural and caring way. Respect for difference may not mean agreement with, but by fostering respectful relationships the school will help pupils to adopt a positive approach to difference.</p> <p>Scientific names for genitals, i.e. vulva and penis should be used at an early stage for safeguarding reasons and should form part of the school's safeguarding policy. Children should not be expected to draw or discuss at length these body parts and the acknowledgement that families may also use other words for genitals should also be mentioned and respected. <u>Vagina is an internal organ and is not mentioned until teaching about puberty or reproduction.</u></p>

		<p>How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources.</p> <p>Physical health and fitness How and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>Healthy eating The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours.</p> <p>Health and prevention The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>Basic first aid How to make a clear and efficient call to emergency services if necessary.</p>	
1-2	Computing	<p>Families and people who care for us That families are important for children growing up because they can give love, security and stability. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Caring friendships How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive to others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right.</p> <p>Being safe What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>Mental wellbeing That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and the scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings.</p>	<p>The Great Big Book of Families is just one example of the variety of good quality age appropriate texts that we use in key stage 1 and 2 for introducing the idea of sameness and difference in families. It is a good book that we recommend to parents/carers for use at home.</p>

	<p>Use technology safely and respectfully, keeping personal information private; where to go for help when they have concerns about content or contact on the internet</p> <p>P.E Able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations.</p> <p>Science Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>Internet safety how to keep safe online and seek help if needed That for most people the internet is an integral part of life and has many benefits.</p> <p>Physical health and fitness The characteristics and mental and physical benefits of an active lifestyle.</p> <p>Health and prevention Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. Growing and that people change as they grow. Good health and how eating the right sorts of food in the right quantities, drinking enough, air quality, exercise and hygiene has an effect on health. Can be linked to R(S)HE healthy eating and health and prevention.</p>	
<p>Year 3-4</p>		<p>Families and people who Care for me That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Caring relationships The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>Respectful relationships Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	

		<p>The importance of self-respect and how this links to their own happiness.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	
	<p>Computing</p> <p>Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact</p>	<p>Online relationships</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>	
	<p>Computing</p>	<p>Being safe</p> <p>That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) that they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>Mental wellbeing</p> <p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>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).</p>	<p>Internet safety and harms</p>

	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Science Identify that animals, including humans, need the right types and amount of nutrition and get nutrition from what they eat.</p>	<p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. Why social media, some computer games and online gaming, for example, are age restricted. Where and how to report concerns and get support with issues online.</p> <p>Healthy eating What constitutes a healthy diet (including understanding calories and other nutritional content).</p>	
	<p>PE Learn how to lead healthy, active lives. Use running, jumping, throwing and catching in isolation and in combination Play competitive games.</p>	<p>Physical health and fitness The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. The risks associated with an inactive lifestyle (including obesity).</p> <p>Health and prevention The facts and science relating to allergies, immunisation and vaccination.</p> <p>Changing adolescent body Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>Puberty and changes related to this are taught in the Summer term of year 4 and year 5.</p>
<p>Year 5-6</p>	<p>Science Describe the changes as humans develop to old age. Describe the differences in the life cycles of a mammal. Pupils should find out about different types of</p>	<p>Families and people who care for me The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>Online relationships How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. How information and data is shared and used online.</p> <p>Changing adolescent body Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.</p>	

	reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function		
Year 6	Sex education	How babies are made and are born	This is taught towards the end of the Summer term for year 6 children.

DfE 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

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