

RSHE Ready: Primary Case Study
South West Region



School A - Readiness for Statutory RSHE Changes in Eighteen Months

School Context

The school is a two-form entry school with one subject leader for Spiritual, Moral, Social and Cultural Development (SMSC), Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSHE). There is a higher than average need in terms of social and emotional development with children entering the school developmentally much lower than the expected standard. Children find it difficult to communicate their emotions, understand these and to build friendships and relationships. The school is in a coastal town and the children have higher than average percentages of pupil premium and higher than average levels of children with Special Education Needs and Disabilities (SEND).

Timeline of Intent, Implementation and Impact

The school allowed eighteen months from start to finish to understand the RSHE statutory guidance; to explore the intent, implementation and impact for the subject; to work with the school community on this and to put this all into practise. The key stages of this timeline are detailed in this table (a fully detailed explanation of the stages can be found later in the case study):

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| Month 1 | Review DfE guidance on the statutory changes |
| Month 2 | Subject leader CPD in the statutory changes Analysis of where objectives are already covered and/or cross-referenced in other subjects, curriculum areas and wider school opportunities, for example, Parliament Education Service visits or Science curriculum |
| Month 3 | Reviewed and implemented whole school PSHE curriculum to identify which aspects of RSHE were covered or were not covered in the PSHE curriculum already in place |
| Month 4 | Review of RSHE curriculum and schemes which can be used/bought in to support delivery of RSHE |
| Month 5 | Draft RSHE policy created |
| Month 6 | School staff consultation based on the draft RSHE policy and proposed RSHE curriculum |
| Month 7 | Parent and carer consultation based on the draft RSHE policy and proposed RSHE curriculum, including teaching resources |
| Month 8 | Professional dialogue between school staff, senior leaders and subject lead on |

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| | approaches to RSHE (including an analysis of the consultation feedback) |
| Month 9 | Reviewed and finalised RSHE policy following feedback from school staff, parents and carers, and members of the school community |
| Month 10 | Progression and coverage map created |
| Month 11 | Review of evidence recording methods, for example, what to record in books and when it is appropriate for written work compared to discussion-based lessons |
| Month 12 | CPD for school staff in RSHE (statutory changes, curriculum map, coverage and progression map) |
| Month 13 | Guidance on evidence types for RSHE, for example, written work, word webs, matching activities |
| Month 14 | Supported planning for teachers in RSHE lessons |
| Month 15 | Team teach lessons where the class teacher and subject leader teach together to model and share best practise |
| Month 16 | Supported marking and feedback of evidence for teachers |
| Month 17 | Further CPD to clarify staff misconceptions |
| Month 18 | RSHE curriculum has a clear intent understood by all staff, consistent implementation as evidenced in the coverage and progression map, measurable impact evident in RSHE/PSHE pupil books <i>Further reviews and feedback from school staff, parents/carers and members of the school community will be sought at the policy review, or earlier if required/needed</i> |

Developing the School Curriculum and Integrating RSHE within the School Ethos and Approaches

The school has a newly founded ethos and set of school values which has supported the children's personal development and is also aimed at promoting emotional and social development, thus enabling the development of the children's moral compass in all aspects of life. This has resulted in much focus and time being spent on introducing these, therefore integrating RSHE into assemblies and themed days has been successful on many occasions with natural and consistent links being made. For example, visits from the Parliament Education Service has been a successful themed day to both promote British Values and to deepen the children's understanding and awareness of respectful relationships.

Analysing Teaching, Learning and Assessment

(including approaches to recording evidence of children's learning and development)

The school has a well-established PSHE curriculum which has been in place for four years but there are elements of this which have been updated or clarified to ensure it best reflects the RSHE guidance and is consistently up-to-date. For example, the content and age of First Aid has been clarified with a clear intent and rationale. This sets out which aspects of First Aid are taught in which year group and which are repeated each year, for example, the recovery position and contacting the emergency services are taught and reinforced in every year group.

In addition to this, a half-termly curriculum theme for the whole school focused on wellbeing has been specifically dedicated to RSHE where all learning for the half-term will be based around the strands of RSHE: both 'relationships education' and 'physical health and wellbeing'. The objectives which are covered in this half-termly theme are those which are not covered through PSHE. Other curriculum subjects are also linked to RSHE in this half-termly curriculum focus. For example, the science unit taught in this half term is Living things and their Habitats and/or Animals Including Humans; and Geography explores different types of families and social cultures and traditions around the world, for example, how different families may make different choices in the food they eat based on their local area or beliefs about best diets.

The school uses RSHE/PSHE books to record evidence to document each child's individual journey in terms of their learning and development in relation to PSHE and RSHE. The benefit of this is to allow each child to reflect on their learning and development in their own book. This includes mostly written work but also some artwork which has been produced during these lessons and/or word webs and/or photos of activities such as debates. These individual books inform teacher assessments of the children's individual and personalised learning and development in both RSHE and PSHE. This also provides an opportunity for the assessment to inform future teaching and learning with the adaptation of PSHE/RSHE units of learning to match pupil needs.

This approach of individual pupil books allows the subject leader and senior leaders to monitor the coverage and progression in RSHE and PSHE. Monitoring of these subjects takes place half-termly to ensure the CPD is being put into place in line with the school intent. It also provides an opportunity for any adaptations to the implementation of RSHE each half-term if needed, for example, the way in which photo evidence is added to the children's books was adapted to a whole class photo page rather than individual photos for each child to support and promote teacher workload and wellbeing.

Supporting School Staff and CPD Opportunities

After the subject leader and senior leaders initially reviewed the RSHE guidance, the strands of Relationships Education and the strands of Physical Health and Wellbeing were shared with all school staff. The decision was made to include sex education at the Primary School due to high numbers of teenage pregnancies in the local area. Whilst training the school staff, the key messages around the statutory changes, the strands of RSHE, the objectives being covered in each Key Stage, the spiral curriculum approach and teaching resources being used were shared with school staff through a staff meeting training session. This was to inform them and to obtain their viewpoints on curriculum coverage, age-appropriateness, teaching and learning approaches, assessment options and evidence types (for example, word-webs, matching activities, Q&A sessions).

This was then used to inform draft curriculum models and policies which were shared with parents, carers and the school community. The feedback from this was incorporated into the curriculum and policy which was re-shared and consulted with school staff before being finalised, for example, there were discussions about the terminology used with the children so this was clarified and specified for each year group.

School staff have had CPD in understanding the statutory changes, the approaches to teaching and learning in RSHE, evidence recording methods, pedagogical understanding and subject knowledge in specific strands, for example, mental wellbeing and drugs, alcohol and tobacco. School staff also received CPD in understanding the whole-school curriculum intent, the implementation through the coverage and progression map, and the impact on children's progress which is measured through the quality of the work

in children's RSHE/PSHE books. The CPD was for all teaching staff and was led by the subject leader who had attended training led by the Specialist Leader in Education (SLE) for the area and Teaching School Network Leader.

Following this, teachers were supported by the subject leader in putting this into practice. For example, teachers were supported in understanding the objectives for their year group in mental wellbeing and how to plan an appropriately pitched lesson in terms of age and developmental stage. Teachers also all partook in team teach lessons where the subject leader took the lead in the lesson to model best practise to teachers. In addition, all teachers have had regular professional dialogue with the subject leader in what is recorded in PSHE/RSHE books in terms of content, quantity and quality. This was to ensure all staff understood how to put the objectives into lessons and were clear in their subject and pedagogical knowledge.

This support was all provided by the Subject Leader who had attended training with the SLE for the area. The SLE for the area provides regular and ongoing support to all schools in the local area in terms of national updates to guidance, teaching and learning best practice and sharing of resources. This is all further supported by termly network meetings led by the SLE and attended by subject leaders.

Engaging Parents, Carers and the School Community

To inform the school approach to RSHE, parents, carers and members of the school community (for example, the Vicar and Community Centre Board Chair) were invited into school to share the statutory changes compared to the 2000 guidance. The reasoning behind this was to raise parents' and carers' awareness of the significant changes in the guidance and expectations. For example, much time was spent exploring the right to withdraw changes and explanations were made with regard to the statutory meaning and objectives.

The curriculum approach and lesson resources the school were proposing to use were shared with the sample of invited parents, carers and community members. There was professional dialogue and personal dialogue with the attendees about why the school was proposing this approach in terms of content, and teaching and learning. They were then invited to complete anonymous questionnaires to obtain feedback. This feedback was focused around the question of which year groups should be taught which RSHE topics and the appropriate pitch of lessons for both the children's age but also their developmental stage.

This was then analysed by the subject leader, senior leaders and classroom teachers to ensure everyone was in agreement, with a shared viewpoint for the intent and implementation of RSHE. Once agreed, this was finalised and shared back with parents, carers and the school community members.

Long Term Sustainability

There will be continued support provided to teachers to ensure they consistently understand the RSHE changes in terms of correlating this within PSHE lessons and also within the half-termly curriculum centered around RSHE. This support will be with planning lessons and in terms of both subject and pedagogical knowledge. There will also be continued monitoring of RSHE/PSHE books to ensure every child is making progress on their journey in terms of learning and development in RSHE.

The school is at the early stages of implementing RSHE and it is now becoming integrated in the whole school approach and is having an impact on children's discussions and understanding of looking after themselves and others to ensure they are healthy and looked after. This will continue to be reinforced, developed and promoted in the following months and years.