

RSHE Ready: Primary Case Study
South West Region



School B - Readiness for Statutory RSHE Changes in Three 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). On entry to the school, the children’s social and emotional development is in line with the national average and this is sustained whilst the children are at the school. The children demonstrate normal levels of being able to understand, express and communicate their emotions for their age. The school is in a coastal town and the number of children in the area with pupil premium and SEND is in line with the national average.

Timeline of Intent, Implementation and Impact

The school allowed three months from start to finish to: explore and 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 it 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):

Month 1	Subject Leader CPD on the statutory changes and RSHE guidance Review DfE guidance Analysis of where objectives are already covered and/or cross-referenced in other subjects, curriculum areas and wider school opportunities, for example, through MIND days or the Science Curriculum Progression and coverage map drafted Implementation of whole-school PSHE curriculum Review of approach to teaching and learning in RSHE RSHE policy drafted Review of evidence recording methods, for example, photos, written work, debates
Month 2	School staff consultation: policy, curriculum, teaching resources Parent/carer/school community consultation: policy, curriculum, teaching resources Professional dialogue between school staff, senior leaders and subject lead on approaches to RSHE Reviewed and finalised RSHE policy
Month 3	CPD for school staff in RSHE (statutory changes, curriculum map, coverage and progression map) Implementation of evidence recording Implementation of RSHE curriculum Implementation of finalised coverage and progression map

	RSHE curriculum has a clear intent understood by all staff, consistent implementation as evidenced in the coverage and progression map, measurable impact evident in SMSC Class Books <i>Ongoing reflections will be continuous and there will be adaptations as appropriate and needed</i>
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Developing the School Curriculum and Integrating RSHE within the School Ethos and Approaches

The school has a well-established ethos and set of school values which are embedded within the school and incorporated into everyday teaching and learning. As these are well-established and securely rooted in the school approaches and everyday life, more explicit teaching, learning and opportunities around RSHE, PSHE and Modern Britain are required. For example, there is: a specific day purely focused on mental wellbeing each term; specific days dedicated to learning about life in Modern Britain and the British Values; First Aid days; SMSC themed weeks and key events are specifically noted to draw the children's understanding and awareness of these to the forefront of school life.

Analysing Teaching, Learning and Assessment (including approaches to recording evidence of children's learning and development)

The school has a newly-introduced PSHE curriculum which has been introduced by the Specialist Leader in Education (SLE) to ensure the school meets the needs of the local context, whilst also meeting all of the statutory and non-statutory requirements. The PSHE curriculum was developed by the SLE for the area in conjunction with Torbay Healthy Learning and the Local Authority, to ensure the curriculum matches the needs of the local context. This is a comprehensive and detailed PSHE curriculum which outlines six lessons in each half term for each year group, therefore it ensures teachers have a comprehensive understanding and clear guidance on what to include in PSHE teaching and learning.

In addition to this, the school has a Physical Education (PE) curriculum which is centered around developing the child and their skills which echoes the RSHE guidance consistently in relation to healthy living. The RSHE objectives are incorporated into the PSHE, computing, PE and science curricula. In addition to this, each year group has one half-termly curriculum where they link all of their learning in the foundation subjects to RSHE: to deepen knowledge, understanding and skills required within RSHE. For example, whilst learning about South America in Year Five, the children are able to draw comparisons between different types of friendship, family and relationships in the UK to South American families and rainforest tribes.

The school use whole class SMSC books to build evidence of the children's learning and development. There is one book per class to show the class journey for this (further reflecting the collaborative approach at the heart of the school). Within this book, there is written work from the children, photos of their exploration, discovery and experiences, thought bubbles and reflections from the children, collaborative class discussion notes, group work ideas and recordings. This SMSC book incorporates learning and development from RSHE, PSHE and wider school opportunities.

Supporting School Staff and CPD Opportunities

The subject leader focused very heavily on understanding the RSHE guidance, drafting a policy, creating a curriculum and a coverage and progression document. These were then shared with senior leaders in the school, school staff and school parents, carers and community members cohesively so that all could review and share feedback on the proposal within a single consultation process. For example, the Subject Leader researched curriculum resources which could be bought in and the proposed resources were shared in the consultation process to gain viewpoints on the content of the resources, the age-appropriateness, the accessibility and how user-friendly they were. This also reflects the leadership style and school approach of the school where the subject lead very much takes the lead on understanding guidance and driving the subject forward.

After reviewing these areas, the subject leader then analysed the consultations and adapted the curriculum and policy as needed to finalise these documents and the school approach. One example of an adaptation made was the inclusion of sex education within the curriculum as it was felt this would best prepare the children for the future and would further enhance the collaborative work between education, the local secondary school and the school nurse team.

Once the documentation (for example, the school policy; coverage and progression map; teaching and learning resources; lesson plans) were adapted to reflect the consultation process, staff received CPD to help them understand the statutory changes, the teaching and learning approaches to RSHE, the coverage and progression map and curriculum model. This training was led by the subject leader who had received training themselves from the SLE for the area who is also the Network Leader for the Teaching School in this area.

Following the training, teachers then worked in year groups, with the support of the subject leader, to incorporate the RSHE content into their long-term planning overview and then medium-term planning. For example, lessons were planned collaboratively between the subject leader and class teachers to ensure lessons were appropriately pitched and matched to the pupils age and developmental stage. This was particularly important and beneficial when lessons were planned and taught in understanding emotions, expected feelings and managing positive mental wellbeing.

Engaging Parents, Carers and the School Community

The parents, carers and school community were informed about the proposed changes and were clearly informed of the statutory requirements in relation to RSHE. For example, the benefits for the children in relation to relationships education were shared with parents, carers and the school community so everyone was aware of the benefits now and in later life for the children.

Another example relates to mental wellbeing which was a clear focus for work with the parents, carers and the school community: the requirements were shared with an explanation of how these would be covered in weekly PSHE and SMSC lessons. In addition to this, every term the whole school has a drop-down day where the whole day is focused on promoting mental wellbeing and looking after mental health. Once parents, carers and the school community were clear in their understanding of how this would support their children and the way this would be taught, the school website was updated to reflect this and to also signpost other websites containing further advice for parents, carers and school community members.

Parents, carers and school community feedback was sought and is continually reviewed through the school governor meetings and monitoring in relation to all aspects of RSHE. An example of a particular focus in this review process has been how to best teach the children about promoting positive mental wellbeing and how to manage mental wellbeing if it is felt this is not as positive as it normally is. Much feedback has been sought from the school community on this and in conjunction with the Local Authority advice, the school curriculum has been adapted to reflect this with signposted contact details now readily available. The continued review of feedback is to ensure that the RSHE teaching and learning continually reflects the needs of the local context and also reflects the vision of the school community, school leadership and school governors.

NB. The term School Community refers to the significant individuals who play a key role in the local community such as the Vicar, Postmaster, Local Shop Manager, GP, Nurse etc. It also refers to the families of the children who attend the school: both their immediate family members and wider family members such as grandparents who regularly support the school.

Long Term Sustainability

There will be continued monitoring of the impact of RSHE through learning walks and reviews of the SMSC Class Books to ensure the intent is consistently shared and continually implemented to reflect the school vision. An example of this is the monitoring of the class SMSC books to ensure these incorporate the individual objectives of RSHE and PSHE rather than these becoming a little lost within the wider school curriculum offer and approach. This monitoring also provides an opportunity for the subject leader to monitor and ensure the children continue to progress at, or above, the expected rate for their RSHE learning and development. This monitoring will mean the subject leader can also regularly adapt and develop the intent, implementation and impact of RSHE as needed as this is introduced and embedded within the school.