



Case Study Witham St Hughs Academy

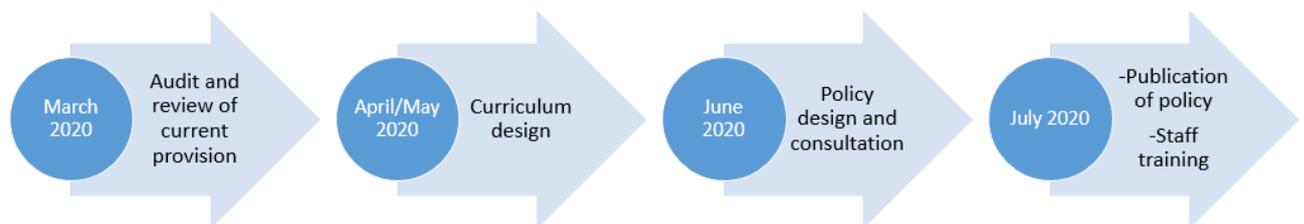
'How have you prepared to deliver the new statutory RSHE requirements?'

Context

Witham St Hughs Academy has 406 pupils on roll from the Foundation Stage to Year Six and has an annual intake of 60 pupils.

- ❖ The pupil population is mainly White British with 27/406 pupils identified as being non-white British (6.7%).
- ❖ The proportion of pupils with English as an additional language remains low when compared with other schools with 11/406 pupils identified as EAL (2.7%).
- ❖ The newly built estate and surrounding area is the dominant catchment area for the pupils within the Academy with the school deprivation indicator being low.
- ❖ 30/406 pupils receive the Pupil Premium (7.3%) and 24/406 receive FSM (6%).
- ❖ There are currently 20 pupils on the SEND register (4.9%) and 9 pupils hold EHCP's.
- ❖ 43/406 pupils (10.5%) currently receive the Services Premium within the Academy.
- ❖ There are currently 14 (3.4%) LAC and PLAC pupils within the Academy.

Timeline of Implementation



Reviewing and auditing current provision

Prior to the introduction of the new compulsory Relationships, Sex and Health Education curriculum, personal, social and health education at Witham St Hughs Academy was taught through our 'Tolerance' curriculum. This Tolerance curriculum included a progressive set of PSHE, SMSC and British Values objectives from the FS to Y6 and was taught in weekly sessions. This curriculum was originally intended to develop an inclusive classroom that respects the diversity of all pupils and facilitates their future success. In order to review and audit the provision that was in place, pupil and staff questionnaires, work scrutiny and planning monitoring were carried out in the Summer term of 2020 by the subject leader.

Identifying gaps and areas for improvements

By reviewing and auditing the current provision, leaders could identify elements of our existing curriculum that could be enhanced as well as gaps and areas for improvements prior to redesigning the curriculum. One such area that was identified from staff questionnaire feedback was that the staff were in agreement to rename the 'Tolerance' curriculum as 'Character Education' in order to encompass the Academy vision and values of developing pupils' character. We believe that our

Character Education teaching should equip pupils with knowledge beyond their own experience and, in a local area often lacking in diversity, offer experiences that will allow pupils to make informed decisions about their health, wellbeing and relationships.

Staff questionnaires included questions such as:

“Which elements of our Tolerance curriculum do you feel most/least confident to teach and why?”

“Can you give an example of a Tolerance lesson that demonstrated good pupil progress and explain why?”

“Are there any elements of the Tolerance curriculum that you would change or add to?”

These questionnaires provided valuable feedback linked to staff subject knowledge and self-confidence in relation to teaching specific elements of the RSHE curriculum. Staff gave valuable insights into where learning targets/objectives were taught in other areas of the curriculum as well as in PSHE lessons. For example, computing objectives linked to keeping safe online were covered in explicit computing lessons as well as being in the PSHE curriculum. This highlighted how the curriculum could be designed to ensure that these objectives are enhanced in RSHE lessons but not duplicated. Another aspect that was identified from staff questionnaires was that staff needed a deeper understanding of what was taught in previous year groups and what pupils would learn in later year groups in order to support the retention of skills and knowledge in RSHE. Therefore, the Character Education curriculum was clearly set out into year group objectives and all year groups were shared with staff in staff training sessions. Staff were directed to specifically look at their current year group, the previous year group and the following year group objectives to have a solid understanding of the knowledge and skills that are being built upon as well as understanding what knowledge pupils needed in order to be fully prepared for the next year.

The Academy Improvement Plan for 2020-2021 outlines the Academy’s commitment and dedication to enhancing provision to further promote diversity. An audit was carried out in the Autumn term to identify when and how a diverse range of role models are being shown to pupils.

Questionnaires also showed that leaders and staff at the Academy felt that the resources we use to deliver Sex Education lessons in years 5 and 6 needed to be updated so that these continue to be engaging, current and effective. This will be done in the Spring term of 2021 ready to deliver the Sex Education lessons in the Summer term of 2021. The curriculum was also adapted so that it explicitly outlines which elements of the RSHE curriculum are Sex Education objectives to ensure clarity and consistency across the Academy. These objectives are taught in Year 5 and 6 and include:

-naming external genitalia and internal reproductive organs in males and females

-understanding the processes of reproduction and birth as part of the human life cycle.

Finally, due to Covid-19 and the substantial amount of time that pupils spent in lockdown and out of school from March – September, it is essential that mental health education is a priority and sufficient time is given to this in order to mitigate the impact of the coronavirus outbreak on pupils’ mental health and wellbeing. Staff questionnaires highlighted that staff felt that they needed further support on how to teach and support pupils mental wellbeing, particularly since the Covid-19 outbreak. As a result, whole mental wellbeing units were added into the RSHE curriculum with suggested resources and this was moved to be the focus for term 1 when pupils returned to school in September. Additionally, DFE training modules have been used to enhance mental health teaching and learning as this was also identified as a growing need in the Academy after discussions and reflections with the Academy Distinct Groups Leader/SENDCo. Our Distinct Groups Leader works closely with many of our children and families who may have additional needs or need further support and is also our designated teacher for looked after children.

Policy and Curriculum Design

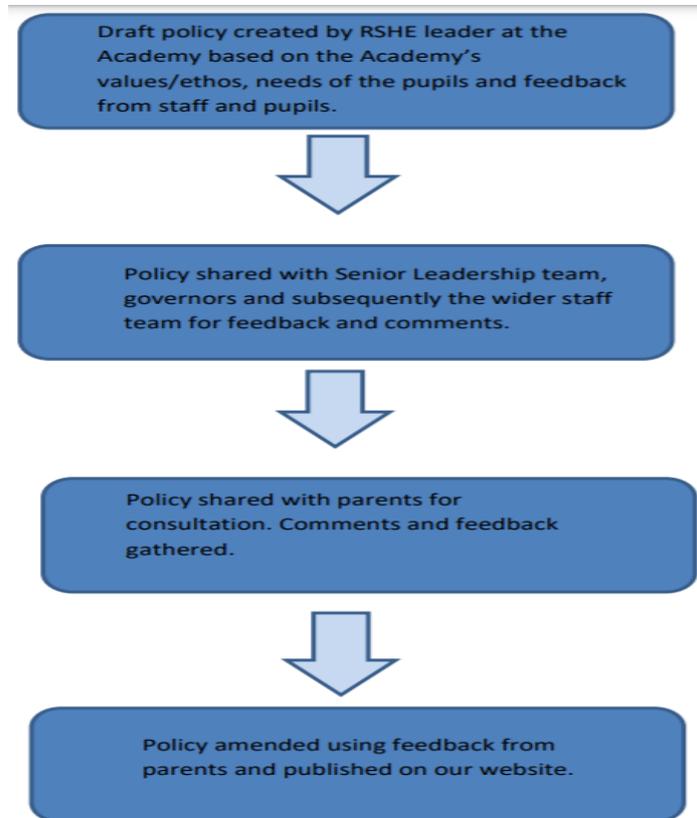
Our Character Education curriculum has been designed to include all elements of PSHE, British Values and SMSC. The RSHE curriculum has been carefully designed to give all learners, including those who may be disadvantaged and those with SEND, the knowledge and cultural capital to be successful and to provide age-appropriate knowledge and skills to equip pupils for the next stage in their education. To further support leaders when designing the curriculum, the RSHE leader attended training with an RSHE Specialist Leader in Education. This training and additional support ensured that the Academy policy met statutory requirements. The SLE also supported the RSHE lead with sequencing and age-matching of specific elements in the curriculum by directing the RSHE lead to appropriate organisations and resources that were used to further support the curriculum design. One key aspect of our policy which has been added and ensures clarity for all members of our Academy community including parents, governors and staff around the new content, is the inclusion of the RSHE *concepts* that are included in our curriculum. This is then followed by sharing the 6 overarching ‘modules’ that these concepts will be taught through in our curriculum at Witham St Hughs Academy as shown below.

Concepts within the Curriculum	
Mental wellbeing	Physical health & fitness
Sexual education	Being safe
Changing adolescent body	Health & prevention
Basic first aid	Internet safety & harms
Drugs alcohol & tobacco	Healthy eating
Respectful relationships	Families (& people who care for me)
Online relationships	Caring friendships

Overarching Modules	
At Witham St Hughs Academy, our relationships education and health education curriculum is taught through our weekly Character Education sessions across all year groups using a spiral curriculum approach. Our framework teaches the relationships and health education concepts in 6 ‘modules’:	
<ul style="list-style-type: none"> • Friendships and respecting self/others. 	<ul style="list-style-type: none"> • Healthy Lifestyles (Physical wellbeing)
<ul style="list-style-type: none"> • Mental Health and wellbeing 	<ul style="list-style-type: none"> • Families and close positive relationships
<ul style="list-style-type: none"> • Safe relationships/ Managing hurtful behaviour 	<ul style="list-style-type: none"> • Keeping safe

As part of the process of updating the Academy RSHE policy, parents were invited to offer feedback during the consultation period. One example of feedback that led to us clarifying aspects of our policy was around menstrual wellbeing. Parents stated that it would be helpful to know where sanitary disposal units and products are available so that this can be discussed with their child. Our policy was therefore amended to include this information. Other feedback from parents after

consultation confirmed to us that the policy clearly outlines the teaching and learning of RSHE at the academy with one parent saying *“Thank you for considering the needs of the children at the appropriate age and stage.”* Following consultation with parents and necessary amendments being made, our final policy was published on our website. Details of how our RSHE policy was developed are included within our policy in the form of the flow chart seen below.



It is essential to note that consultation and communication with parents regarding RSHE will be an ongoing process. Information sharing sessions will be timetabled to give parents the opportunity to discuss and ask questions about specific elements of the RSHE curriculum linked to their child's year group. These sessions would also allow for some resources that will be used in RSHE lessons to be shared and discussed.

Reviewing the impact of our RSHE curriculum

The curriculum and provision will be reviewed throughout the year through regular monitoring by the RSHE subject leader, the SLT and governors. This will include monitoring learning and pupil progress through book sampling, observations, pupil discussions and staff questionnaires which have been planned into the RSHE subject development plan and monitoring calendar. The RSHE/Character Education leader will also work closely with subject leaders in related curriculum areas (science, computing, citizenship and PE) when monitoring this subject to ensure a holistic and joined up approach to teaching and learning in RSHE.

Staff training regarding changes and updates to the RSHE curriculum was delivered to the whole staff team including teachers, teaching assistants and the admin team by the RSHE subject lead in July 2020, however it is essential that staff development in this subject area is ongoing. One example of how we ensure staff are fully trained is by including RSHE training in our induction package for new staff at whichever point they start with us. Additionally, we add all training to our monitoring and training calendar for the year. RSHE training has been added to this calendar to be delivered

annually. Staff questionnaire feedback will also inform future RSHE training for specific groups of staff or whole staff training in areas of the RSHE curriculum.

We are fully aware that we also provide high quality teaching and learning by utilising time outside of the classroom, such as assemblies, morning work, school celebrations, visitors, enterprise lessons, and trips. Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life. Our 'Safeguarding in the Curriculum' document provides additional information regarding the coverage of RSHE objectives in other areas of the curriculum such as in assemblies and during playtimes when issues such as consent and making relationships are taught and embedded. This includes modelling high quality discussions and coaching children at playtimes. For example, staff regularly remind children to ask their friends if they want to play specific games such as 'tig' as they may not wish to and they have the right to say no if they choose to. These discussions are further modelled and rehearsed in the classroom and the assembly rota is designed to include this each half term.