



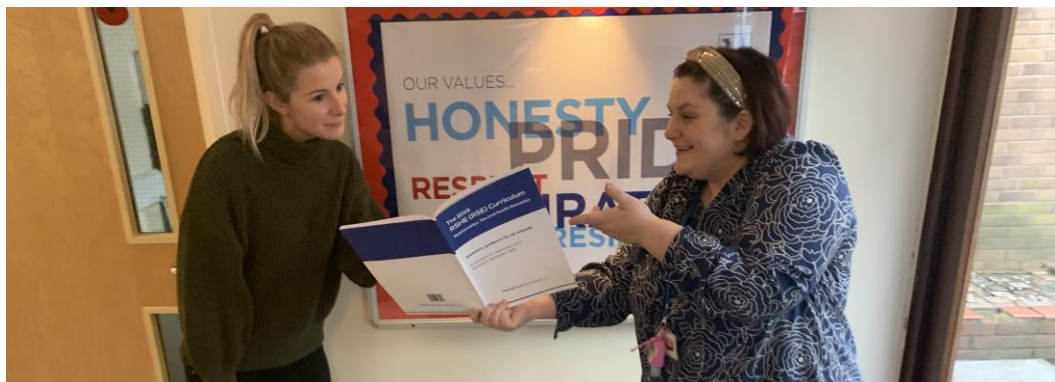
Addressing the CPD needs of all teaching staff in relation to the RSHE Statutory Guidance – a case study by Wellacre Academy.

Context

- Wellacre Academy is a boys school in Trafford, Greater Manchester, with 650 pupils and Ofsted graded “Good”. 20% of pupils receive free school meals and 9% of pupils have SEND. The proportions of pupils from minority ethnic groups and who speak English as an additional language are below average.
- RSHE provision is delivered through a fortnightly timetabled lesson called RESPECT (a lesson which incorporated wider PSHE and Citizenship). This lesson is taught by form tutors. In addition, Wellacre Academy hosts an annual Community Cohesion Week, where the usual timetable is suspended. Additional RSHE lessons and learning experiences, where the learning can be supplemented with visiting speakers, large scale projects etc. are scheduled to take place during this week.
- Content from across the taught curriculum has been carefully audited so that RSHE learning opportunities can be built into our planning and provision. The audit summarised key aspects of RSHE provision, and all subject leads identified cross-over with their own curricula. Computing, Science, Food Technology, RE and Sport were areas identified where there was significant cross-over.
- As an ‘Early Adopter’ school, Wellacre has been delivering RSHE in accordance with the draft statutory guidance since September 2019. However, the curriculum has continually been evolving in line with further training, support and shared good practice.

Identifying training needs

As all form tutors deliver the timetabled taught curriculum, there has needed to be careful planning. Very few teaching staff had ever received any significant subject-specific training relating to RSHE (or even PSHE), and there was no subject specialist team. There were, however, some pockets of expertise, particularly around mental health and wellbeing. Our RESPECT curriculum was a standing agenda point at half-termly pastoral house meetings, which all teaching staff attend. Through these meetings, we have continually sought staff feedback regarding their training needs in relation to RSHE. An example of a need identified was



in regard to laws and language around equality, discrimination, hate crime and extremism.

What became apparent early on in the process, before embarking on the RSHE training with *The Alliance for Learning Teaching School (part of Bright Futures Educational Trust)*, was that we had a body of teaching staff with elements of expertise relating to discreet aspects of RSHE (e.g. Sex and Relationships through the RE department, Healthy Lifestyles through the Sport and Food departments etc. and many staff trained in Mental Health and Wellbeing), but no teachers who would consider themselves RSHE subject specialists ‘across the board’. All teaching staff delivering RSHE through our RESPECT curriculum had subject knowledge gaps we needed to address, and many needed pedagogical support relating to the teaching of potentially sensitive content. An example of one of the gaps identified was the teaching of the sex elements of puberty/adolescence, particularly in regard to confidence in teaching lessons inclusive of LGBT.

Accessing wider RSHE training (for the RSHE lead)

The lead teacher for RSHE was able to access our local RSHE hub for training, resources and materials (this had been provided online due the Coronavirus pandemic). Wellacre utilised RSHE training in the following ways:

- RSHE lead undertaking a full training package in its entirety, building relationships with SLEs and other RSHE leads to enable mutual support, and providing a secure foundation for curriculum review and subject knowledge/pedagogy enhancement.
- Aspects of the online training shared and made available to wider school staff, where relevant and appropriate to needs and role.
- Utilisation of an extensive suite of RSHE resources provided online (collated through our hub, but all widely available to schools) to further enhance curriculum provision.

Cascading the training to teaching staff

On completion of the RSHE training programme, a way forward had to be clearly identified in terms of how this information, guidance and pedagogical teaching would be cascaded to school staff. RSHE leadership falls within the remit of a Director of SMSC, who is also on the extended leadership team at school. RSHE, particularly in light of the new statutory guidance, is a regular agenda item for discussion at leadership team meetings, with the team contributing ideas and support. As a leadership team, it was decided to cascade the RSHE training in the following steps:

Autumn 1 Health & wellbeing	Autumn 2 Citizenship	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Citizenship
<p>Puberty and the Changing Adolescent Body - Catch up</p> <p>Transition and safety Transition to secondary school and personal safety in and outside school</p>	<p>How is Britain governed? Why is politics relevant to me?</p> <p>The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</p> <p>The operation of Parliament, including voting and elections, and the role of political parties</p>	<p>Diversity</p> <p>Diversity, prejudice, and bullying</p>	<p>Health and puberty</p> <p>Healthy routines, influences on health, puberty and unwanted contact</p>	<p>Building relationships</p> <p>Self-worth, romance and friendships (including online) and relationship boundaries</p>	<p>Why is the law important? What happens to young offenders?</p> <p>The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</p>

1. **Provide a clear curriculum map** and learning journey for the entire academic year, so that staff could plan the sequencing of topics, and identify key areas they may need support. Below is an example of the curriculum map ~~ay~~AY Year 7.
2. **School-wide use of standardised teaching resources** to ensure that students and teachers had access to high-quality and quality-assured resources for the delivery of the RSHE curriculum.
3. **Give significant time over to training** for the whole staff on RSHE delivery during the September inset day, to be delivered by the RSHE lead. This would entail a two hour session to 55 members of the teaching/teaching support staff, giving an overview of the curriculum, RSHE best practice pedagogy and subject knowledge focus on MHWB (in light of the return to school post-Covid 19 closure).
4. **Follow up training and curriculum support** through the half-termly house meeting structure.
5. **RSHE lead to provide bespoke training** to individual staff on request or identification of need.
6. **Dissemination of a bank of teacher 'knowledge organisers' and video talk overs**, to help staff manage the development of the subject knowledge they require, in their own time. A specific example of where this would be used early on in the academic year was with the topic of puberty, which staff had identified as an area they felt they needed further support with. Several local feeder schools made us aware that their provision for teaching about puberty in Year 6 had not taken place (due to the Covid 19 school closures). This was a topic that would be a priority for Year 7 (and Year 8, as they had also missed lessons on this the previous academic year). The lead for RSHE provided resources, subject knowledge support and modelled lesson delivery with a video CPD session accessible by teachers at their convenience, if required.

The impact of training for staff (September to December 2020)

- All teaching staff (including teaching assistants and pastoral support staff) received two full hours of training relating to RSHE provision. The first session gave an overview of the RSHE guidance and the RSHE curriculum, resources and knowledge support available, and conveyed teaching strategies for dealing with sensitive topics. The second session focused on prejudice, discrimination and diversity, and its connection to RSHE. These CPD sessions were evaluated by staff, and were received with overwhelming positivity. Many staff relayed that they felt reassured, with a particular strength being that staff felt empowered to deliver potentially difficult topics to other staff.
- Staff feedback regarding the organisation and provision of high quality resources has been hugely positive. These are made accessible to staff well in advance of the lesson, through utilisation of a structured online drive that can be accessed by staff any time.
- For the delivery of the puberty topic, a video/narrated resource talked teachers through how they might approach the discussions, and modelled delivery. This ensured that the quality of lessons (in terms of knowledge and pedagogy) was consistently high.
- Arguably most importantly, there is now an established open and honest forum between staff and the RSHE lead. Bespoke support, on an informal basis, is regularly sought, with curriculum and pedagogical discussions regarding RSHE now commonplace, reflecting the significantly enhanced status

of the subject within our school. The staff voice indicates hugely increased confidence in the delivery of RSHE.

Impact for students

The impact for students is wide-ranging and we shall continue to see the benefits over time. Some of the benefits are:

- The quality of RSHE teaching has improved across the school
- Students have access to more relevant and high-quality resources, and this is consistent for all classes
- Improved communications with parents supporting the value of the subject and, in turn, increased student engagement