



# RSHE IMPLEMENTATION | CASE STUDY

## ST PETERS CHURCH OF ENGLAND SCHOOL

'DO ALL THE GOOD YOU CAN, BY ALL THE MEANS YOU CAN, IN ALL THE WAYS YOU CAN, IN ALL THE PLACES YOU CAN, AT ALL THE TIMES YOU CAN, TO ALL THE PEOPLE YOU CAN, AS LONG AS EVER YOU CAN.'

JOHN WESLEY

### SCHOOL CONTEXT

The Vision statement of St Peters is, "Life to the full for everyone" Developing character and bringing HOPE through, Wisdom, courage, compassion and community.

St Peter's is an 11-16 Secondary School and has 1296 pupils on roll. It is an oversubscribed school known for its reputation as a high performing school and nationally recognised for our approaches to Character Education.

The majority of pupils are of White British heritage. A small number of pupils from different ethnic groups are part of the school with few speaking English as an additional language. The proportion of pupils considered to be disadvantaged is below the national average. The proportion of pupils who have special educational needs and/or disabilities (SEND) is also below national average. However, both are showing an annual increase.

As a school our teaching and learning strategies are founded on the best evidenced based research available. We seek to continually invest in staff training and improve our understanding and delivery of learning. At St Peter's, we believe that all young people deserve the opportunity to be the best they can be.

### PRINCIPLES OF HOPE

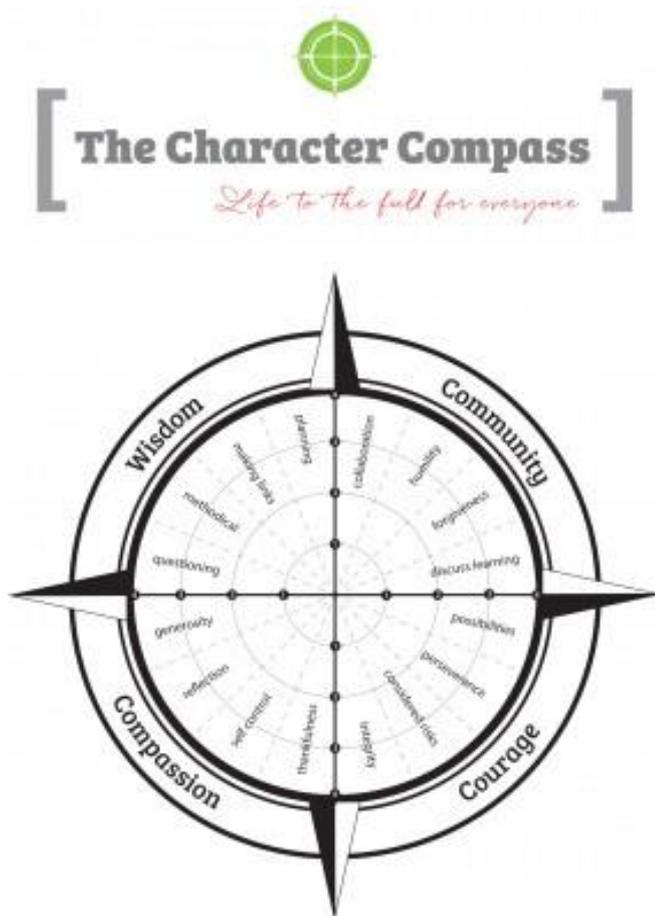
<b>H</b>	Habits for Character
<b>O</b>	Opportunities for all
<b>P</b>	Personal responsibility
<b>E</b>	Excellence



Our Principles of HOPE are how we achieve our vision. These are inspired by educational research and the Christian understanding of hope which is 'confident expectation' and 'firm assurance'.

This means that we aim to provide HOPE to everyone in every situation. Our Principles of HOPE are embedded into our daily life and our long term aims so we enable all to live 'life to the full' and become the best well-rounded characters they can.

At St Peters, we use a Character Compass which ultimately helps our students' guide their way when they get lost.



## [ The Character Compass ]

*Life to the full for everyone*

<b>WISDOM</b> Making the best possible decisions and taking courses of action, based on the best knowledge and understanding available.	<b>Questioning</b>	Being curious, asking "Why? What? Who? Where? When? How?" - even when the answers are difficult to find.
	<b>Methodical</b>	Looking carefully at every part of a challenge, step by step in a logical, considered way.
	<b>Making Links</b>	Identifying patterns in anything you are studying, asking questions like "What do I already know? What do I need to know? Where have I seen something similar before?" Staying alert and curious to any information that might help answer these questions.
	<b>Planning</b>	Making a set of decisions or working out a method before taking action is easier to move closer to the goal.
<b>COMMUNITY</b> A community that encourages one another to live well together by living out its vision.	<b>Collaboration</b>	To work with others to achieve a common goal and be successful together.
	<b>Humility</b>	Avoiding arrogance and over-reliance on yourself, realising that your strengths are a gift to be grateful for, not something to be conceded about. Prepared to admit that we haven't got all the answers.
	<b>Forgiveness</b>	To choose to give yourself or others another chance and to move forward respectfully instead of dwelling on the past.
	<b>Discuss Learning</b>	Talking about and learning about <b>HOW</b> to learn. Discovering together with others <b>HOW</b> we learn most effectively.
<b>COURAGE</b> A quality of mind, body and spirit which empowers people to face challenges, going and trying the right thing whatever the cost.	<b>Possibilities</b>	Thinking of possible ideas and creative options that will lead to improvement. Imagining how challenges might be solved.
	<b>Perseverance</b>	Staying committed to a goal, dream or principle and being determined to see it through.
	<b>Considered Risks</b>	Stepping out of your "comfort zone" to hazard a guess, suggest an answer, share an opinion, or attempt something new, even when you're not absolutely sure you will be successful.
	<b>Integrity</b>	Honest, open and truthful communication and behaviour that supports the common goal or community.
<b>COMPASSION</b> Acting with kindness and consideration towards others and ourselves, in ways that make a difference.	<b>Thankfulness</b>	Giving thanks for our own opportunities, for all people and being grateful for the world around us.
	<b>Self-Control</b>	Recognising why and how we experience strong feelings and emotions, so that we can manage them effectively and give ourselves the chance to think calmly and act thoughtfully and responsibly towards ourselves and others.
	<b>Reflection</b>	Developing the habit of stopping to think carefully about our response to a situation, so that what we do improves matters rather than making them worse.
	<b>Generosity</b>	Trying always to be willing to give more than we absolutely have to, and to be more caring than people expect.





## TIMELINE OF INTENT, IMPLEMENTATION AND IMPACT

The development of the school curriculum into one that has an integral RSHE place, has been:

- **Balanced** - approach that has breadth and depth and is aspirational. RSHE can and is mapped throughout the school curriculum
- **Rigorous** - ensuring that the curriculum provides the appropriate skills, knowledge and understanding. For instance students in year 7 develop healthy eating skills in Food technology, monitor cycle to school usage through the PE department and, embed this knowledge in RSHE specific lessons.
- **Coherent** - ensuring that the curriculum where possible is interconnected across subjects and is appropriate for the age and experience of our students. For example, using parents to observe our year 9 Pornography lessons to ensure we got it right.
- **Appropriately Challenging** - ensuring an appropriate level of challenge for students whilst taking into account what is known about the way in which students learn so as to ensure high expectations are maintained. For example, Lessons are observed as part of school subject specific capture.
- **Focused** - ensuring that the right skills, knowledge and understanding are provided at the right time or stage in the curriculum to motivate and inspire students
- **Relevant** - Ensuring that the curriculum content is relevant to the lives and cultural and religious backgrounds of our students.

## TEACHING, LEARNING AND ASSESSMENT

We use a range of assessment strategies to analyse teaching and learning. For example, the evaluation below, is just one example of this.

In addition to this, we work closely with our Department of English, Literacy and Learning, D.E.L.L, to ensure that those students who have a range of Special Educational needs (SEND) or, physical and/or sensory needs receive differentiated and age appropriate resources and lessons. We look at:

- The complexity of vocabulary
- Recognise and celebrate their achievements and successes
- Ensure that their learning space is also their nurture space
- Talk with optimism and always try and see the, “best parts”
- Reflect on their perceptions and experiences
- Their learning is matched to individual need
- Progress to be demonstrated or measured
- Respect openness, confidentiality and kindness
- Quality of Learning rather than quality of topics



CPSHE Assessment Sheet – Y9 Sexting

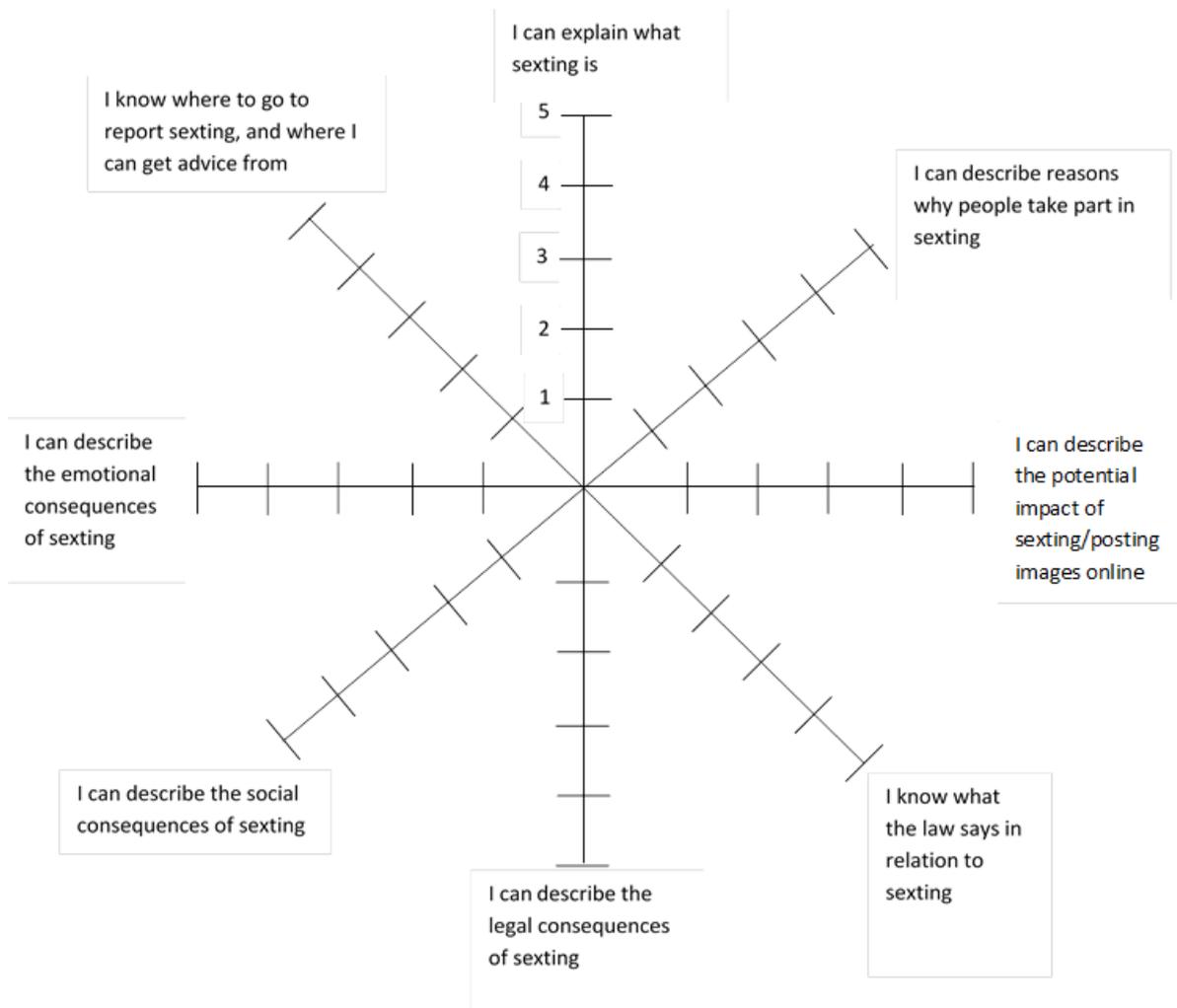
**Task 1: To be completed at the beginning of the lesson**

Complete the star chart below by placing an 'X' along each line to show how confident you would feel at completing the task described at the end of that line.

**1 = I have no confidence that I know/can do this**

**5 = I am confident I know/can do this**

Join all your crosses together to create a shape.





## SUPPORTING SCHOOL STAFF AND CPD OPPORTUNITIES

School staff have had opportunities to engage in online CPD with the PSHE Association which St Peters have been active members of for many years. These have included live webinars on:

- Planning your Secondary PSHE Programme
- Leadership of PSHE
- Understanding the Statutory changes in PSHE

Through weekly bulletins, staff have also had the opportunity to gain knowledge in subject specific areas such as drug and alcohol awareness, mental wellbeing and free psychological First Aid CPD to help students cope with and recover from the pandemic with leading Psychologists.

In addition to this, as a continuing part of our Christian ethos, I took part in a 4 day, train the trainer, Relationships and Sex Education course. Esteem is part of ACET UK which is a charity with a mission: to equip and inspire schools, churches and organisations in the UK to transform culture by promoting healthy self-esteem, positive relationships and good sexual health.

For me, it was refreshing to see a different approach to the teaching and delivery of relationships and sex education. Too often when I have attended courses the training has either been, 'just scratching the surface' or, completely not age appropriate.

The training was a type of train the trainer course over 4 days. This included:

- Self-esteem
- Relationships
- Biology
- Technology
- Educational and RSE theory

The 4 day course was necessary to enable learners to complete the OCN level 4 award for, 'Teaching Relationships and sex education'. This is probably similar to 40 university credits or one module. The training was based on a wealth of rigorous academic/scientific knowledge which of course is useful if we want to ensure the work we do can be evidenced for quality assurance purposes.

As discussed earlier, the resources used challenged the narrative for young people in a way that was stimulating and, educational. I really liked this for example:

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### "WHAT ARE WE WORTH?" – LESSON IDEA

Hold out a £10 pound note in front of the class and ask,

'If I screwed this £10 up who would still want it?' Ask another question, 'If I then stamped all over it and put it in a dirty rubbish bag, who would still want it?'

#### ANSWER

There will be someone who still wants it because, it's still worth the same, no matter how damaged it is. This lesson idea is about getting young people to understand the concept of value/self-worth.

I really liked the idea of taking something abstract and turning it into something concrete.



## ENGAGING PARENTS/CARERS AND THE SCHOOL COMMUNITY

St Peter's is a church school founded upon the love of God for his world and His people. Our school ethos is firmly rooted in Christian values, providing education of the highest quality within the context of Christian belief and practice.

It is therefore hugely important that our engagement with students and more importantly their parents, is very important to us and that they feel part of the learning community. For example, our scheme of work on Pornography was in consultation with some of our parent view who worked with us to ensure it was not only right for our students but, maintained our Christian values.

This resulted in parents observing some of our lessons on Pornography which, provided partnership built on understanding, knowledge and a relationship which is of the highest quality. We continue to foster those relationships as we develop our programme.

## LONG TERM SUSTAINABILITY

We will continue to strive to deliver Relationships and Sex Education (RSE), Policy through our VIP Programme (Values in Practice). We want RSE to be part of our schools Unique Selling Point. In September 2017, St. Peter's boldly launched a new character based curriculum called "VIP" (Values in Practice). The programme is currently being rolled out with all year groups receiving 1 hour per fortnight by 2021/2022. Since this decision was made new statutory requirements have been put in place for RSE and Health Education which must be delivered from September 2020.

The VIP curriculum meets the needs of St. Peter's students, delivers all statutory PSHE and most importantly of all, does so through the lens of our Christian ethos. The religious background of pupils has been taken into account when planning teaching and topics are appropriately handled.

The programme has developed during 2019, 2020 & 2021 as we transition to this new method of delivery. As the programme of study develops and grows it will continue to be developed around the St. Peter's Character Compass. I feel very proud to have been on this journey with St Peters school. (Please see attached)

**Mia Dawson PSHE School Lead, St Peters C of E school**

**Role of Relationship, Sex and Health Education (RSE) Mentor**