



Case Study – Claremont Primary School

How have you engaged with parents around RSHE?

Context

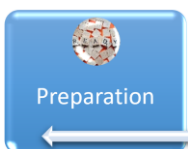
Claremont Primary School is an over-subscribed town school with 14 classes. There are currently 436 pupils on roll. Pupils come from a very close proximity due to the popularity of the school. The majority of pupils are White British with 25% identified from other ethnicities.

Claremont has 14 (3%) children with SEND including 7 (2%) of children with Education, Health and Care Plans (EHCPs). There is a growing number of children attending with more complex needs and therefore numbers of children with Special Educational Need or Disabilities (SEND) is higher in Early Years and Key Stage 1, than in Key Stage 2. They have a number of children who have been diagnosed with dyslexia.

There are 13 (3%) of children entitled to the Pupil Premium funding and 4 (<1%) Looked After Children (LAC) and Post Looked After Children (PLAC) pupils on roll.

The parent body are very supportive, engaged and involved in all aspects of school life.

Stages of Implementation



Preparation

In preparation for the changes for RSHE, in the summer term 2020, the PSHE leader worked with the Assistant Headteacher (who leads on pastoral support) to look at the current provision and to establish what needed to be done, in order for the school to be compliant with the new statutory requirements.

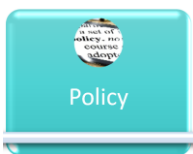
Both the PSHE leader and the Assistant Head attended training offered by a nearby Teaching School around the different elements of the new curriculum objectives, which also helped clarify exactly what the guidelines entailed, as well as the actions the school needed to take.

The PSHE leader, although new to subject leadership, was strategic and able to clearly structure the process that the school needed to go through with a timeframe attached. She created a schedule which was followed and by December 2020, the consultation period was finished, the policy approved and it was published. This can be found on the school website [here](#).

Week	1	2	3	4	5	6	7	8
Term								
A1 01.09.20-23.10.20	(31 st Aug) Over Summer holidays: attend RHE South Farnham Teaching School webinars. Make notes and share with AHT	(7 th) 8/9 Meet with AHT - Plan Parent consultation PowerPoint	(14 th) 14/9 Meet with KS2 teachers to incorporate Sex Education into RHE policy 17/9 Subject release time: Make Parent consultation PowerPoint with audio. Share with AHT to approve.	(21 st) 21/9 Parent Consultation PowerPoint shared on School Website 23/9 PSHE/RHE staff meeting: Share statutory expectations. Staff choose order of question based curriculum map All Staff consult on policy (hardcopies/36 5/SchoolComm s)	(28 th) Order 'big books' for PSHE/RHE teaching evidence	(5 th O) 7/10 Staff and Parent consultation feedback deadline 8/10 share consultation feedback with S1T via email	(12 th)	(19 th) 20/10 Attend T&L Governors meeting. Share RHE expectations, discuss consultation feedback, amend and approve RHE policy.
A2 02.11.20-18.12.20	(2 nd N) HT to reply to parent consultation feedback	(9 th)	(16 th)	(23 rd) 26 th - Subject release time - monitor evidence, order reading books	(30 th)	(7 th D)	(14 th)	
Sp1 04.01.21-12.02.21	(4 th J) Email to all staff re PSHE/RHE teaching expectations during remote learning. X1 lesson every 2 weeks. Send resources page	(11 th)	(18 th) Finalise Kapow Primary subscription Email to staff re Kapow resources		(25 th)	(1 st F)	(8 th)	
←-----COVID-19 Remote learning -----→								

Week	1	2	3	4	5	6	7	8
Term								
Sp2 22.02.21-01.04.21	(22 nd) ←-COVID-19 Remote learning ->	(1 st M) Meet with SENDCO and student writing dissertation around RHE to share how we are meeting RHE statutory requirements and being sensitive to LGBTQ+ students and families	(8 th) Email to Yr5/6 teachers signposting Kapow resources for RSE teaching	(15 th) How to support SEND pupils webinar	(22 nd)	(29 th) Meet Y5/6 teachers to look at Kapow materials for Sex Ed		
Su1 19.04.21-28.05.21	(19 th A)	(26 th)	(3 rd M)	(10 th)	(17 th) Email staff regarding staff meeting to come prepared with curriculum coverage so far and how this is evidenced when at school e.g. big books Find out who teaches PSHE/RHE across the school	(24 th) PSHE/RHE staff meeting (28/04/21) Staff share curriculum coverage Share book resources Remind staff of statutory expectations Share exemplar resources Gather views on what is working well/what staff need		
Su2 07.06.21-21.07.21	(7 th J)	(14 th)	(21 st)	(28 th)	(5 th Ju)	(12 th)	(19 th)	
←-----Monitor PSHE/RHE teaching -----→ Pupil voice, big books, curriculum coverage								

Timeline of actions for the year 2020 /2021



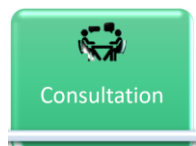
Policy

One of the main actions for the school was to create a policy for Relationships and Health Education. The school decided not to make it a Relationships, Sex and Health Education (RSHE) policy as the Sex Education part of the curriculum is not statutory for primary schools. Therefore the school have created a 'Relationships and Health Education, including Sex Education' policy to reflect the non-statutory nature of the Sex Education curriculum in Primary Schools and ensure that parents understand what sex education content will be covered by the school.

The PSHE leader, with the support of the Assistant Headteacher, undertook a lot of research into model policies from National Information Services for school leaders, Local Authorities and Teaching Schools. She also looked at school websites, in particular ones that had a similar context to that of Claremont. She found that many hadn't got policies in place at that stage so her search there was limited. The final decision was to use a model policy which the PSHE leader amended to suit the context of Claremont. In

particular, she ensured the definition of RHE/RHSE was extended and very clear. The school place high emphasis on pastoral support and inclusion so it was also important to ensure this ethos was reflected in the school policy.

Although the policy wasn't written from scratch, the PSHE leader spent quite a lot of time and care in ensuring that the policy for Claremont was unique to the school. She wanted it to be very clear about what was statutory and what was not; how lessons would be delivered; parents' right to withdraw and the process for this. One of the main considerations was also around meeting the government requirements set out in their guidance published on 24th September – Plan your relationships, sex and health curriculum (Information to help school leaders plan, develop and implement the new statutory curriculum): [Plan your relationships, sex and health curriculum - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum)



Consultation

Once the draft policy had been written, the PSHE leader set out her plan over a two week period to consult with parents, staff and governors.

Due to COVID-19, the consultation with parents was undertaken remotely. The PSHE leader created a 17-slide PowerPoint with audio which clearly explained to the parents what the consultation was for, how they could view the draft policy, what the statutory guidelines were and how they could submit their feedback.

Parents were emailed to inform them that both the PowerPoint and the draft policy were on the website and that they had two weeks in which to give their responses.

Aims and Objectives

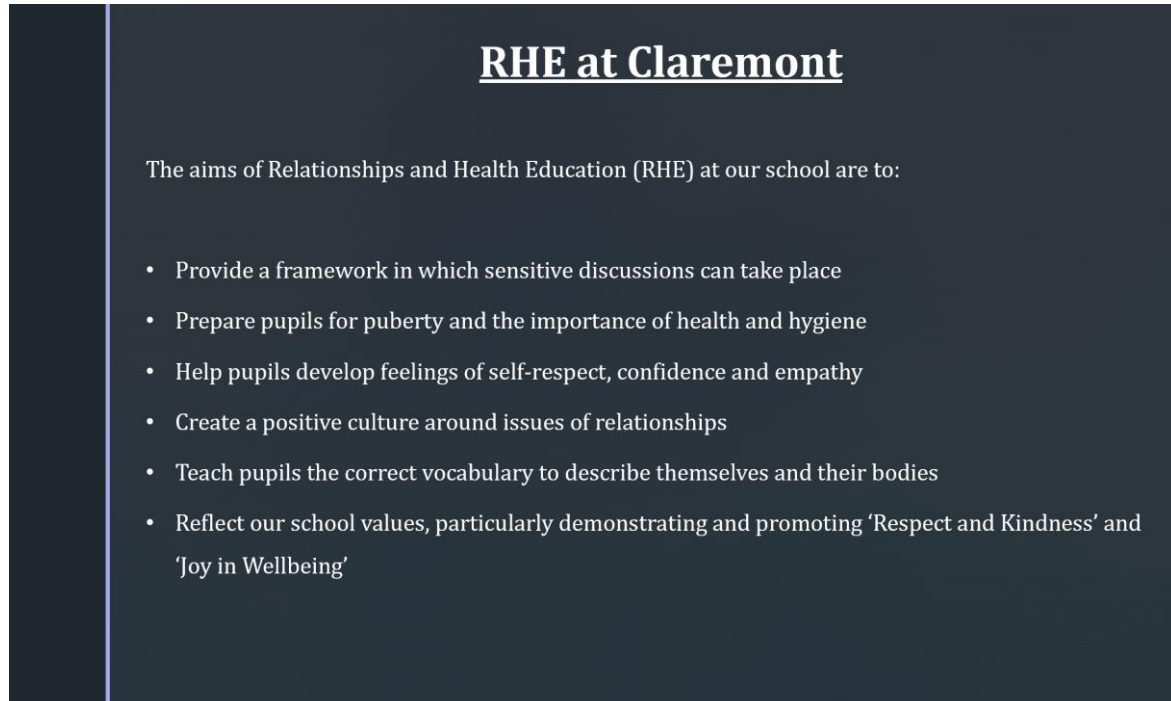
- To inform parents and carers about the new statutory curriculum requirements for RHE in Primary Schools from September 2020
- To explain why the curriculum is changing
- To explain the importance of RHE
- To share how we teach RHE at Claremont
- To share about parental rights to withdraw
- To explain how to access Claremont's RHE policy and how to share views
- To direct parents and carers to extra support and information

Aims of the PowerPoint shared with parents – September 2020

The PSHE leader gave a lot of detail about the changes and how they had come about, including some information taken directly from the Department for Education. Senior leaders have always placed great emphasis on PSHE across the school. Therefore, although one slide was dedicated to why RHE is so

important, the parents would already be aware of the school's focus, especially on wellbeing (for both pupils and staff).

The PowerPoint shared the new RHE Primary Curriculum headings, set out by the Department for Education [here](#) and then followed this with Claremont's Long Term Plan for RHE. The PSHE leader, alongside the Assistant Headteacher decided to follow a question based approach, which ties in with their curriculum approach for all other subjects.



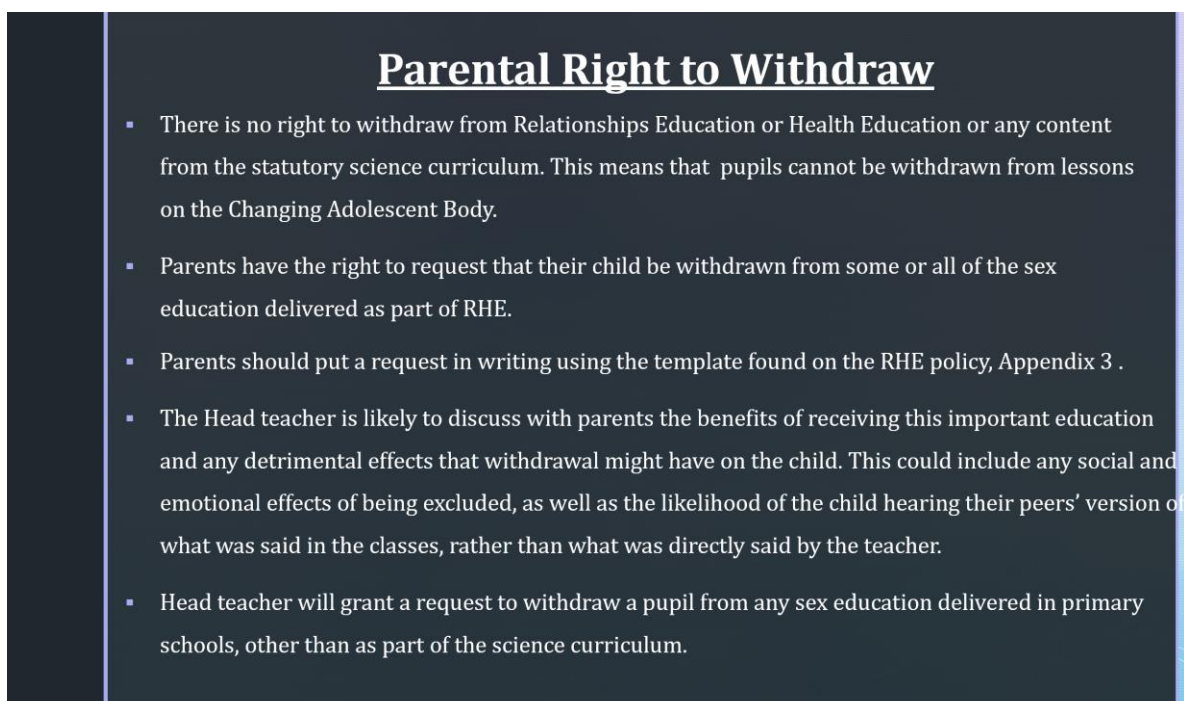
RHE at Claremont

The aims of Relationships and Health Education (RHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Reflect our school values, particularly demonstrating and promoting 'Respect and Kindness' and 'Joy in Wellbeing'

Slide sharing the aims of RHE at Claremont

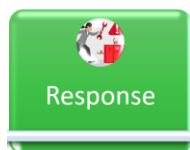
The school have historically had some families choose to withdraw their pupils from lessons on Sex Education, which do not form part of the science curriculum and therefore, the PSHE leader wanted to ensure this information was very clear in her PowerPoint. There were several slides sharing the science National Curriculum content, following information for parents on how to exercise their right to withdraw their child.



Parental Right to Withdraw

- There is no right to withdraw from Relationships Education or Health Education or any content from the statutory science curriculum. This means that pupils cannot be withdrawn from lessons on the Changing Adolescent Body.
- Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of RHE.
- Parents should put a request in writing using the template found on the RHE policy, Appendix 3 .
- The Head teacher is likely to discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.
- Head teacher will grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

During this same two week period, the draft policy was shared with staff and governors. They were also invited to give their comments to the PSHE leader and/or Headteacher.



Response

The school only sent acknowledgement emails back to parent responses during the two week consultation period. The PSHE leader kept a record of the parent responses and these were then shared with the Headteacher at the end of the consultation period. It was decided that the Headteacher would send the replies to parents as it gave the message that their feedback was being taken seriously and that the school response had been considered by the most senior leader.

Parent responses were also shared (anonymously) with the Governor Teaching and Learning Committee. They gave their full support to the Headteacher's responses and also ratified the amended policy.

Here is some of the parent feedback (re-phrased for this case study) sent to the school during the consultation:

Parent Feedback and Questions	School Response
Can IVF be included in RHE teaching so that any child who was conceived as a result of IVF does not view it as anything unusual?	As with all consultations, our aim is to inform and take feedback. As you would expect all consultation feedback was discussed recently at our Teaching & Learning Governing Body Committee. We consider your response to be very relevant, and want to reassure you that consideration of IVF will be included within the curriculum.
When healthy eating is discussed is it possible to acknowledge the fact that some people have different food requirements than others? As my child is under a dietician and requires a high fat, high protein, high salt diet, I would not want them to think this was unhealthy.	As with all consultations, our aim is to inform and take feedback. As you would expect all consultation feedback was discussed recently at our Teaching & Learning Governing Body Committee. We consider your response to be very relevant, and want to reassure you that consideration of healthy eating and varying food requirements will be included within the curriculum.
We strongly object against introducing any LGBT content and we ask that the school teaches about families in general. Teaching respect and avoiding stigmatisation can be done without enumerating specific groups. Introducing same-sex relationships to children can cause confusion and undermines parents who want their children to understand that marriage is only between one man and one woman (not "two people").	As with all consultations, our aim is to inform and take feedback. As you would expect all consultation feedback was discussed recently at our Teaching & Learning Governing Body Committee. Some we are able to act on and some we are not. I can see that you have considered these areas carefully and I am happy to respond as I am to all you participated in the consultation. The Government have decided to separate some elements from the primary curriculum and they are to address them in secondary as a statutory requirement; sex education being one of them and more explicit discussions around LGBT another. At Claremont, you will already know that elements of sex

	<p>education take place in years 5 and 6, and parents do have the option to withdraw their children from those sessions.</p> <p>However, as the primary content of this new curriculum - RHE is statutory, it requires all children to take part in. As you suspected might be the case, LGBT will not be taught as a stand-alone, but will be encompassed in the discussion around the protected characteristics and diversity of modern Britain today. The discussion around families begin in our Early Years where we believe it is important to make children feel accepted and comfortable in their family without prejudice, as I am sure you will agree is essential. This also extends to our staffing and parental community.</p> <p>We believe as a school, it is part of our role to allow pupils to have awareness of how other people live their lives and how their family structure is made up- not to influence them or sway them in one direction or another. To not do this would go against our school ethos and values which promote respect, tolerance, wellbeing and valuing all; and I consider would not make us the inclusive school we are or prepare our pupils for the world we live in. We most certainly would not want to alienate or separate people or make them feel they are in any way judged.</p>
<p>In reference to the section in the policy on inclusion:</p> <p><i>“Every child is entitled to receive RHE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children. It is our intention all children have the opportunity to experience a programme of RHE at a level which is appropriate for their age and physical development with differentiated provision if required.”</i></p> <p>I think this should be applied with a differentiated provision to physical development but also to cognitive development and this should be based accordingly with the EHC plan of the child in question.</p>	<p>As with all consultations, our aim is to inform and take feedback. As you would expect all consultation feedback was discussed recently at our Teaching & Learning Governing Body Committee.</p> <p>We consider your response to be very relevant, and want to reassure you that the delivery of the discussions and curriculum will be personalised to ensure every child is supported to understand, share and discuss personal experiences. It is a statutory requirement to teach all content of RHE and follow the National Curriculum for science. However we want to ensure that children understand and access it alongside their EHCP if needed. For some children this may be with an additional adult.</p> <p>I am confident the teachers may find it useful to pre-plan for some children and this may include discussion with parents. I know you will be happy to participate if this is the situation for a part of the curriculum.</p>
<p>We would be grateful if a more detailed curriculum map could be produced to clearly inform parents of the topics being covered with every age group ahead of time. For example: we would like to see more details of what is covered</p>	<p>As with all consultations, our aim is to inform and take feedback. As you would expect all consultation feedback was discussed recently at our Teaching & Learning Governing Body Committee.</p> <p>As I understand that this is important to you, we would be happy to share curriculum maps for areas across the year groups as we get underway which would allow for parental</p>

<p>under "What makes up a person's identity?" in Year 5.</p> <p>We would like to see the resources that Claremont will use specifically. The ones listed in the draft policy are vast and there is not time to view them all within the timeframe.</p>	<p>discussion with pupils before any sessions took place at home. This would be a really positive approach.</p>
--	---



Next Steps

The school has recognised that there will need to be some tweaks and amendments moving forward, as the school delivers the new RHE curriculum and discovers new resources and, perhaps, better ways to teach specific lessons. Therefore, the approved policy is due for review in September 2021.

Other agreed next steps (not all linked to parental engagement):

- The PSHE leader has arranged to meet with the SENDCo to specifically discuss delivery of RHE for pupils with SEND, including training for support staff.
- Ensure parents are kept informed as new resources have become available, in particular for the non-statutory delivery of Sex Education lessons.
- Further staff training, using the Department for Education training materials: [Teaching about relationships, sex and health - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442222/Teaching_about_relationships_sex_and_health_-_GOV.UK_(www.gov.uk).pdf)
- Look into more ways to include Early Years and some possible resources for them to use, in addition to the books already purchased around self-regulation.