



Case Study – Lamberhurst CE Primary School

How have you prepared to deliver the new statutory requirements for RHE?

Context

Lamberhurst St. Mary's Church of England (VC) Primary School is a rural village school with seven classes. In the last 15 years, the school has gone from 98 pupils and a falling roll to a full one-form entry school with 210 pupils on roll. Pupils come from surrounding villages as well as Tunbridge Wells, Frant and Wadhurst. The pupils are predominantly White British with less than 5% identified from other ethnicities.

Lamberhurst has a higher than average number of children with Special Educational Need or Disabilities (SEND) (25%) and lower than average number of Education, Health and Care Plans (EHCPs). The majority of these pupils have Speech Language and Communication Needs. They also have a number of children who have been diagnosed with dyslexia and ASD.

There are 14 children entitled to the Pupil Premium funding with 3 Looked After Children (LAC) and Post Looked After Children (PLAC) pupils on roll.

Lamberhurst offers complete wrap-around care from 8 am until 6 pm.

Stages of Implementation



Audit

Prior to the new statutory requirements for RSHE, Lamberhurst taught a PSHE curriculum which was fully aligned to the Christian ethos of the school and runs through every part of their school life. Published schemes, which included Christian elements, were used to deliver the PSHE curriculum and there was a comprehensive PSHE Policy in place.

Once they had been accepted to become an Early Adopter of the new RSHE curriculum in September 2019, the school decided this was a really good opportunity to start again and completely overhaul their curriculum and delivery for the whole school.

The Headteacher was very keen to use this opportunity (as an Early Adopter school) to fact-find, to attend training and engage with everything on offer.



Use of Networking to Support Implementation of the RSHE Curriculum

The Headteacher chairs a partnership of 13 local primary schools and 3 secondary schools – they meet at least 6 times a year. The schools collaborate on curriculum planning, policy writing and staff CPD.

The Headteacher also works alongside the local Teaching School and SCITT provider, as well as 4 university institutions. She also sits on the Local Inclusion Forum Teams (LIFT) Executive Board and the local Inclusion Steering Group (ISG).

Therefore, the Headteacher was able to use these varied connections to gain information on provision and this was extremely beneficial to the work the school did when revamping their PSHE/RSHE curriculum. The secondary school links were particularly useful in being able to discuss provision with them and how the curriculum flowed from one setting into the next.



Preparation and External Support

The Headteacher was invited to attend an NHS and medical conference in March 2019 about the new RSHE curriculum and Health. The conference set out a pathway/roadmap for inter-agency planning for the implementation of the new Statutory Relationships and Sex Education Curriculum. The conference informed the school's decision making around how education can support the NHS, with their policy and curriculum planning.

As an Early Adopter school, school leaders were invited to the National Conference on the RSHE statutory requirements in November 2019, which allowed the school to begin to engage with other organisations (who were at the conference) including those companies who had published schemes and guidance on delivery of the curriculum.

The school also engaged with a local Christian charity, who offers counselling for children and provides parent support, intervention and training. The charity was keen to work with schools in delivery of the curriculum as a whole, as well as working with individual pupils to support good mental wellbeing. As a direct result of training delivered by the charity, the school were instrumental in setting up the Wealden Hub which is a group of schools and churches across the Wealden area, which work together to fund counselling provision in schools and a parenting support service via a local Christian counselling charity. For more information on this service, please contact the school.

The Headteacher feels strongly that these outside links are crucial in improving the impact of the new RSHE curriculum for their children – the content is taught in school but this allows for additional support mechanisms to be in place, where it is needed.



Creating a Policy and Consultation

The Headteacher decided that the old PSHE policy was not suitable as the expectations and curriculum were so different. Therefore, she started again and used a model policy from the local Teaching School and adapted this so that it was specific for her school.

In March 2020, the school were ready to go out to consultation with their new RSHE policy alongside their long-term planning. However, due to COVID-19, the school decided not to pursue this at this time. Instead, the school communicated weekly with parents in their school 'News Brief' which contains articles and attachments sent to every family on a Friday. This included guidance and explanations to support parents.

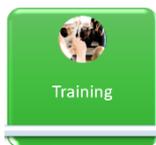
The school operated a whole school approach so that siblings were learning about the same subject areas and could discuss the learning at home too. From the start of this academic year (September 2020), lessons were being delivered with a whole school focus on Wellbeing and Keeping Safe. As schools switched to remote learning in January 2021, the school continued to deliver these lessons, so the parents have been able to see the content of some aspects of the new statutory curriculum. Weekly Learning Letters sent from class teachers gave an overview of the learning for RSHE each week during the lockdowns.

A small group of parents were used as an initial focus group to introduce the new RSHE curriculum and to allay fears and anxiety. These parents became natural communicators in their respective year groups. School leaders are about to start the consultation on the policy and Long-Term Plan but already know that parents are supportive of their plans, due to the continued engagement with them over this period of learning.

Governors have also been involved and have ratified the decision by the school not to teach non-statutory Sex Education lessons in school. This was decided in order to prevent the situation arising where some children are withdrawn from lessons. This has historically taken a lot of work by school staff to manage the withdrawals and the ensuing situations, particularly embarrassment felt by pupils. As a result of this decision, there will be no right to withdraw pupils as all content being taught in school is statutory.

Instead, the school are considering putting together an information booklet around the non-statutory material, which could be shared with Year 6 parents in the summer term, as the children are leaving primary school. Parents would be encouraged to share the material with their children over the summer holidays, but it would be entirely down to parental choice and preference.

Consideration was also given to the teaching of LGBT and reference made to the DfE Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers on this – *“At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson”*. The school have used their Christian ethos to promote the idea that we are all God’s children and this has been referenced in their RSHE policy, in particular reference to the recognition of LGBT relationships.



Training

Some members of staff attended training using the DfE materials, delivered by the local Teaching School over the Autumn term (2020). These materials can be found here:

[Teaching about relationships, sex and health - GOV.UK \(www.gov.uk\)](https://www.gov.uk/teaching-about-relationships-sex-and-health)

However, as a school, all teachers and support staff are being trained, using those materials, but adapted to be school specific. This will be completed by July 2021.

The Headteacher has worked with 13 local Primary schools in a Partnership and RSHE has been on the virtual meeting agenda for the past year. Other senior leaders have joined national and local teacher forums to discuss the new curriculum and how schools are approaching implementation and consultation. One of the most discussed areas is the inclusion or not of Sex Education in Primary Schools. The Headteacher is an Associate of a School Trust and RSHE discussions have been led by the CEO who was an advisor for DfE for the new RSHE curriculum.

Further CPD sessions were delivered by the Headteacher & Deputy Headteacher to teaching staff around the published materials that the school have decided to use, to deliver their RSHE curriculum. This included sharing other resources for specific units e.g. Basic First Aid.

All Teaching Assistants at the school are now trained in Drawing and Talking Art Therapy; all staff are trained in bereavement counselling. This was initially just a few members of staff but was expanded because the Headteacher could see the value of it and knew it would support the in-class teaching of the RSHE curriculum.

Governors have also received several training sessions on RSHE so that they have been able to be informed in their ratification of the new policy.

The school have also considered sustainable menstrual cycle products and Year 5 and Year 6 teachers received training and information from a charitable organisation which provides free samples to schools who take part in their training. The school are keen to educate pupils on the use of these in order to contribute to the wider issue around plastic waste.

Parents will also be offered some sessions using personalised DfE training materials on the Changing Adolescent Body and the Drugs, Alcohol and Tobacco units. This will be in the summer of 2021.

The school were not able to be as systematic in their training as they had planned to be, due to the National COVID-19 situation.



Planning the Curriculum

As a one form entry school, school leaders wanted to ensure their staff felt supported in delivering the curriculum. This meant that when they were looking at materials and schemes to use, they were keen to be able to use a two-year rolling programme across two year groups (Y1 & 2, Y3 & 4, Y5 & 6) so that staff did not feel isolated.

The Headteacher also considered resources from a financial point of view, as well as an ethical view.

The staff worked as a whole school to pull together materials from a variety of sources (for Physical Health and Mental Wellbeing, Being Safe and some parts of Relationships) over the autumn term (2020) to begin to develop their long-term plan. These were deemed to be the most important parts of the curriculum, following the children's return from lockdown due to COVID-19.

Staff were asked to consider the uniqueness of the school's context, including the large percentage of pupils with SEND. If pre-teaching or over-teaching is required for those pupils, then that will be done, as it would for any other subject. Resources and lesson content may be shared with parents of pupils with SEND, especially for units such as puberty, prior to lesson delivery.

The Headteacher also included themes from the RSHE curriculum into her assembly overview, meaning that parts of the Relationships objectives were covered in that way.

The finished curriculum includes elements of some published schemes, as well as previously used materials. Staff have been given the flexibility to use whichever materials they feel to be most appropriate, with an emphasis on 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)