

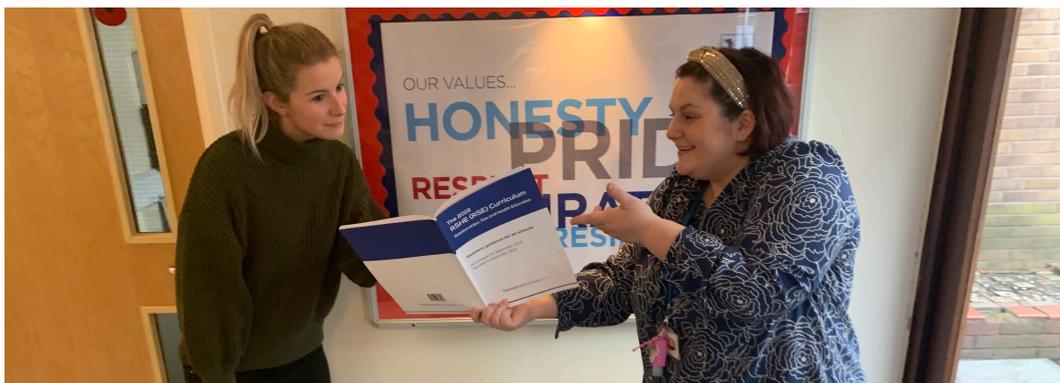


## **The Training Needs in our RSHE Programme**

Wellacre Academy is a boys school in Trafford, Greater Manchester. 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.

### **Training needs**

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, particularly in relation to the RSHE training programme with *The Alliance for Learning Teaching School (part of Bright Futures Educational Trust)*. As all form tutors deliver the timetabled taught curriculum, meaning training needs required careful planning. Very few teaching staff had ever received any significant subject-specific training relating to RSHE (or even PSHE), and there was not a subject specialist team although there were 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 the vehicle of those meetings, we have continually sought staff feedback regarding their training needs in relation to RSHE.



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 MHWB trained), 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.

## **Impact of the RSHE training programme**

It was both essential and impressive that The Alliance for Learning Teaching School (part of Bright Futures Educational Trust) were able to respond quickly to lockdown in early 2020 and offer the training, resources and materials online through Google Classrooms. This ensured that we could stay on track with the implementation of the new curriculum and the support to our staff.

What the RSHE programme identified were the levels of knowledge in relation to the RSHE statutory guidance that various staff in school were needed to have. It separated the statutory guidance into manageable chunks, and provided a wealth of resources and live training that we could use as per our requirements. Specifically, Wellacre has used the RSHE training in the following ways:

- RSHE lead undertaking the training 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 the extensive suite of RSHE resources (via Google Classroom) to further enhance curriculum provision
- The tools to adequately providing the RSHE statutory guidance and knowledge required to deliver it so that it can be conveyed to staff in an appropriate way

The Alliance for Learning Teaching School (part of Bright Futures Educational Trust), added a range of additional webinars and free CPD to schools to support them both with the RSHE curriculum and wider associated topics too. These were very timely, meaning that staff could continue with their CPD during lockdown.

## **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:

- Quality of teaching has improved
- Students have access to more relevant resources
- Improved communications with parents supporting the value of the subject and intern increased student engagement

## **Cascading the training – from programme to teachers**

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 conveyed 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 ways:



- 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 with
- School-wide use of the teaching resources, shared and compiled through the RSHE training programme, to ensure that students and teachers had access to high quality and quality assured resources in the delivery of the RSHE curriculum
- To give significant time over to training for the whole staff on RSHE delivery during September In-

set, to be delivered by the RSHE lead by the RSHE The Alliance for Learning Teaching School (part of Bright Futures Educational Trust) training programme

- Follow up training and curriculum support through the half-termly house meeting structure
- RSHE lead to provide bespoke training to individual staff on request or identification of need
- 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.

### **The impact of staff training – (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, gave an overview of the RSHE curriculum, resources and knowledge support available, and conveyed teaching strategies for dealing with sensitive topics. The second session focussed 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 (an area identified by staff as one they lacked the most confidence with), a video/narrated resource talked teachers through how they might approach the discussions, and modelled delivery.
- Arguably most importantly, there is now an established open and honest forum between staff and the RSHE lead. Bespoke support and in informal level is regularly sought, with curriculum and pedagogical discussions regarding RSHE commonplace in a way to reflect the significantly grown status of the subject within our school.